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Contents

WHAT CAN WE EXPECT FROM THE LANGUAGE LABORATORY?, <i>Vincenzo Cioffari</i>	3
THE KENTUCKY FOREIGN LANGUAGE CONFERENCE, <i>Hobart Ryland</i>	10
HOW TO TEACH LITERATURE, <i>L. Clark Keating</i>	13
READING A FOREIGN LANGUAGE, <i>M. Helen Duncan</i>	17
FORMAL OR FAMILIAR FORMS OF ADDRESS FOR FLES?, <i>Max S. Kirch</i>	20
CHILDREN VS. COLLEGE STUDENTS, <i>Leonor A. Larew</i>	22
ANNOTATED BIBLIOGRAPHY OF MODERN LANGUAGE METHODOLOGY FOR 1959, <i>Evelyn Van Eenenam</i>	24
NOTES AND NEWS.....	44
BOOK REVIEWS.....	46

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*What Can We Expect from the Language Laboratory?**

IN 1943 my students at the State University of Iowa sat in amazement before a sound mirror. This remarkable new instrument was able to record magnetically a full minute of human voice and render it back with astonishing fidelity. The magic spell did not stop there, for you could erase magnetically, record your full minute again, and repeat the experience for every member of the class. A new era was dawning for the teaching of modern languages.

In 1947 in Ann Arbor I visited a friend of mine who had developed a most entertaining pastime. He had bought himself a wire recorder which would register a full hour of conversation. He had concealed it under a coffee table, and after an evening of the usual chatter he would play back to the unsuspecting guests their charming conversation, word for word, with the exact inflection and intonation. What a fine opportunity to discover the sound of one's own voice and the weight of one's ideas. I must say, parenthetically, that some of the guests did not appreciate the humor.

In 1958 the National Education Act was passed, providing for the establishment and strengthening of language laboratories and the training of teachers in the use of laboratory techniques. A new era has dawned indeed. The sound mirror and the wire recorder have been displaced by the magnetic tape, which first recorded only on full track, later on dual track, later on three and four tracks, and it is difficult to estimate what it can do in the future. The one minute of the sound mirror is now expanded practically *ad infinitum*. The tape which at first was quite fragile has been developed in tensile strength until even inexperienced operators can work with it with a certain degree of assurance. What will be the developments in the next period of seventeen years? What will be the problems attending these developments?

Sound reproduction in a form which can be utilized in the classroom is just beginning to

register its full impact. To disregard it means closing one's eyes, or perhaps shutting one's ears, to a scientific advancement which directly affects the substance of which language is made. Yet to depend on it to the exclusion of everything else means shutting one's eyes to the nature of language, which is a manifestation that has always distinguished man from all other living beings. Man certainly has not waited until the middle of the twentieth century to understand how language functions.

In our search for answers we can find no justification for a complete overthrow of all the accumulated experience in language. What is needed, instead, is a reexamination of this experience in the light of developments in sound reproduction. The problem lies in estimating the implications so as to devise methods which can take advantage of present and future progress in this new medium. If the methods which we develop become invalidated with future progress, we shall be in no better position than we were before.

At this point we should bear in mind that language teaching can hardly be considered a failure so far. Everyone who is now engaged in developing new systems of teaching languages has himself been trained by previous systems. What we can accomplish from now on remains to be seen. Common sense tells us that with scientific progress which bears on the substance of language there must be some way of utilizing that progress to advantage.

The learning of a language is a skill attained through a retraining of certain physical and mental processes. This skill, already possessed by a native speaker, is attainable through carefully controlled imitation. The greater the exposure to the second language the faster we can make it our own. The language laboratory

* A paper delivered before the Foreign Language Section of the Delaware State Teachers' Convention on October 21, 1960.

-affords the opportunity to be in a language atmosphere not only a greater number of hours, but with greater concentration and at our own command, without having to depend on the presence of another person. No amount of sophistry can detract from the value of the language laboratory in this respect.

The learning of a new language involves the retraining of muscular reflexes to produce sounds which may or may not exist in one's own language. Each language utilizes only a fraction of the total number of sounds available to the human voice. Some of the sounds are parallel in the native and the target language, but others are either completely different, or so different as to be misleading. The language laboratory singles out these meaningful sounds and provides the necessary practice to perfect each one until confusion is eliminated. The laboratory, with its tireless model, provides the practice necessary for varying abilities of students.

The learning of a new language involves the ability to understand speech at the speed at which it is emitted by the native speaker. Any training which does not aim at understanding the native speaker misses its purpose in so far as exchange of ideas is concerned because ideas must be understood as they are expressed. When we hear a sentence we do not necessarily comprehend it in full, even in our native language. A repetition of the sentence connects previously isolated images and creates more meaning. If the first repetition is not sufficient, a second repetition creates more mental connections, until the total sentence is clear. The laboratory affords a tireless model which can repeat each expression until all parts of a sentence have been absorbed, without losing the normal speed of the native speaker. The mere listening to a foreign language tape can develop the ability to understand, even without repetition of any sort. A tape can provide models of all types of speech as well as a geographical distribution of speakers, all of which was not possible before.

A language is composed of four main phases, based on the function which each phase performs, namely hearing, speaking, reading, and writing. There can hardly be disagreement about the ability of the laboratory to provide practice in hearing. Hearing alone does not constitute language, however, for language is the

transmission of ideas, and ideas come only with understanding. The laboratory can develop understanding through hearing, but it must be directed toward that objective. It is possible to hear perfectly and distinctly every part of a sentence and yet receive no idea. A tape recorder can lull one's senses into a semi-consciousness in which the mouth repeats but the mind does not register. Exercises for the language laboratory must be so designed that the meaning of each phrase is impressed on the mind, and each succeeding phrase adds an additional impression. Each sentence expands the impressions until actual understanding is developed cumulatively. Only by this cumulative process can the laboratory develop the hearing phase of language.

Let us stop for a moment to consider the limitations of the laboratory. With live speech the reaction of the other party constitutes an important factor in understanding. The facial expressions of the listener, the sparkle of understanding, the nod of assent or disapproval, are all an integral part of conversation. All of these elements are absent in the laboratory. They must be replaced by exercises of self-examination in order to insure understanding. Even so, the laboratory has no power to produce understanding over and above the content of the sentence presented. The laboratory can develop the speaker's side of the conversation, but it cannot provide an exchange of ideas. The result can at best be a first process in training, but not a finished product in language.

Still on the hearing phase, the human ear does not attempt to turn into meaning all linguistic sounds. It sifts from the stream those sounds which form a meaningful image. As we previously explained, each language is composed only of a limited number of meaningful sounds, clearly distinguishable one from the other. The work of the professional linguist is to classify these sounds objectively and without predetermined patterns. The resulting classification is the phonemic analysis of the language. That is the basis for the choice of sounds to be drilled through the language laboratory. The choice of examples and pattern drills can hardly be haphazard if learning is to result. The acquisition of meaningful sounds must be cumulative, with perfection at every stage. The danger of

dispersing forces and getting sidetracked onto sound for sound's sake constitutes another of the distinct limitations of the laboratory technique.

The second phase of language learning is the speaking phase, but it is in no way detached from or subsequent to the first phase. They are concomitant at all times. In this phase the laboratory introduces a factor which was previously absent in mechanical devices, namely the ability to speak into a tape. True enough, this factor was available through wax records, but the use was so limited that benefits were negligible. Some of you will remember that in the thirties we went through a phase of pinning our hopes on wax records. What is different now?

The difference lies in the flexibility of sound reproducing machines. The magnetic tape makes it possible not only to hear, but to record and compare objectively. It is this comparison which makes it possible to approximate a foreign expression more closely than was possible before. There are no limitations to the amount of time which can be devoted to this process of comparison and refinement. Moreover, it is quite conceivable that, as time goes on, the equipment which now constitutes the language laboratory will be replaced by more compact electronic units which can reproduce language in its natural form without pushbuttons, miles of tapes, cumbersome earphones, and inexperienced operators.

In the speaking as well as the hearing phase of language the magic of the laboratory is counterbalanced by its limitations. Practice makes perfect, but the practicing of errors makes perfect errors. A teacher who hears a mistake makes every effort to correct it, and eventually is able to get at the root of the trouble. The tape which records an error can only repeat it perfectly every time. The student who mispronounces does not even realize that he is mispronouncing. Therefore with a language laboratory constant supervision is even more important than with live speakers. If a student is left to work alone for some time, his wrong linguistic habits may become so firmly established that it is impossible to eradicate them. Those who promote the language laboratory as a substitute for the live teacher are evidently not familiar with the processes involved in language learning.

Under strict supervision the laboratory can well establish correct linguistic reflexes, but without that supervision the laboratory can easily push the student off the desired path faster than the live teacher.

Since scientific research as well as experience have demonstrated that linguistic habits are established early in life, the laboratory makes it even more important to begin language study at an early age. However, as in other skills, success depends on concentration and uninterrupted sequence. There is distinct danger in the complacency which results from going through motions instead of well-planned action. Neither the establishment of language laboratories nor the institution of classes in the elementary grades can, in themselves, be accepted as the solution to the language problem. Both are necessary and effective aids to better teaching, providing they form part of a well-organized, complete language program.

The hearing and the speaking phases of language can both profit from electronic equipment if drills are so devised as to improve understanding and self-expression. A language is composed of meaningful sounds, combined into meaningful structural patterns, emitted at a normal speed. If any one of these three elements is absent, the result is not language, but a sophisticated jargon which leads nowhere. The well-trained linguist can produce any sound in a new language without ever learning to speak it. The grammarian can give the logical analysis of any construction and recite all the component parts without being able to express himself. The singer with training can produce, with expression, any sentence at normal speed without being able to deviate from set words. The language laboratory likewise can train all three skills separately without bestowing the ability to use the new language. That ability lies over and above the separate skills. It is an element which remains to be supplied when the work of the laboratory is done.

New trends invariably create new taboos to replace old ones. Confidence in these taboos lulls the mind into complacency. You will hear: Beware of anything which was done before the new trend appeared. Beware of the use of grammatical terminology, even though it may still be valid. Beware of double columns of words.'

Beware of paradigms. Beware of footnotes. Beware of end vocabularies. Beware of filling in blanks. Beware of translation. Beware of teachers who are not trained in new linguistic terminology. Beware of textbooks. Beware of anything which does not follow the new creed.—The implication is that if you can beware of all these taboos you will automatically produce miraculous results.

The language laboratory does add a new dimension to language teaching—on this point we can all agree. The problem is to exploit this new dimension to the fullest extent. In language learning, as in any other field of endeavor, there is no room for preconceived notions. Knowledge is achieved by analyzing a field into its component parts and acquiring each part in a cumulative fashion, while keeping the end-result in view. The breaking of a language into its component parts requires first of all a thorough knowledge of that language. The professional linguist is the person who is trained to analyze those parts, but the linguist who is going to determine the proper drills for a language cannot afford to depend on questions which he places before a native speaker. He must himself be in a position to evaluate the parts in relation to the total field. Drills which are to produce results must be pieced together as carefully as a mosaic. There is no virtue in mere drilling for its own sake.

The fundamental reassessment in the present trend is to teach language as a useful skill and not as an accumulation of observations. The laboratory prevents teachers from keeping the new language away from students. Pattern drills insure that each student actually establishes new linguistic reflexes. The teacher cannot break in at every moment with side explanations about the history of words, exceptions to rules, or personal experiences abroad. The laboratory is business-like and concentrates only on the language drill in question. It brings before the student standard native language which can serve as a model both for him and the teacher. The benefits, however, depend on careful control of the laboratory and the materials constituting the course.

In order to be of benefit, the laboratory must reproduce language with natural fidelity. Apparatus which distorts the voice renders a dis-

service instead of service. If students are expected to imitate the exact quality of a phoneme, that quality must be unadulterated. Many earphones limit sound to such an extent that even a native fails to hear all the necessary shadings. Poorly made tapes have so many extraneous noises that it is difficult for the student to know what to imitate.

The first step in language training in the laboratory is the complete phonemic system of the target language. The phonemic system should be presented in pattern drills which are at the same time meaningful phrases for useful conversation. Drills based on strange words which no one will ever hear again can hardly serve to teach language. The most they can do is to provide a jargon of contrasting pairs. All elements used in drills must serve both the immediate purpose of the drill and the ultimate purpose of learning useful language. The emphasis in this early stage will necessarily be on phonemes which are characteristic of the target language and are absent or uncommon in the speaker's own language. That is the starting point for the new language. Moreover, the technical formation of sounds needs to be explained in language which is technically precise and yet understandable for the student. This is no work for amateurs or overworked teachers.

Vocabulary remains the core of language learning, for a language is made up of words. Pattern drills on vocabulary must show clearly the meaning of each new word, preferably without recourse to English equivalents. English equivalents not only prevent students from developing independence from their native language, but they create a mental confusion by placing words in a linguistic medium where they make no sense. In the early stages vocabulary will deal with items which are readily visualized without verbal explanations. The mastery of such visualized items will furnish the framework for ideas. The length of pattern drills on vocabulary will depend on the difficulty of mastering the item. There can scarcely be any general rule to cover all cases.

Inflections of nouns should be taught in pattern drills which clearly indicate the function of the inflection. There is nothing more useless than a well-memorized list of all the inflections or exceptions in a language. However, is it really

possible to teach all the variations in a highly inflected language and practice enough drills to insure mastery? Is the teacher to devote thousands of pattern drills to train the student in all the cases of every type of German or Latin noun? Isn't there any short cut provided by the human mind?

Here, I think, common sense should come to the fore. A well-memorized paradigm all parts of which are clearly understood can serve as a frame of reference. Such a paradigm is as much a summary of knowledge as any synthesis or formula. The evil of paradigms is not in knowing them, but in considering that knowledge as language. Even if a student were never presented with a paradigm, his mind would tend to organize all inflections into a pattern which would resemble closely the tabooed paradigm. Without proper control the laboratory can easily lapse into substituting pattern drills for knowledge of a language, just as previous systems have done with paradigms and grammatical rules.

Adjectives should be presented in pattern drills which clearly show their agreement in meaningful expressions. There is nothing more useless than to know all the rules about the agreement and position of adjectives without being able to use the words correctly. But once their use is kept paramount, isn't it well to have a frame of reference which summarizes those uses in a nutshell? The laboratory provides the fluent use of correct forms in detached sentences. It is up to the mind to unify all those uses into understanding and expression.

Verb forms generally present structural problems which are quite different from English, because English has a relatively simple verb system. Pattern drills in the laboratory provide a meaningful framework for each verb form and for each tense. Verb drills should be prepared to cover every possible common use, with sufficient drills to insure subconscious mastery. Yet with languages which have hundreds of different verb forms in common usage, the task of providing sufficient pattern drills for all of them becomes formidable. Even if all the drills are mastered, when the task is done all you have is verb forms, not language. The human mind needs to organize a frame of reference for all those individual forms. Why not let the student

carry that ready reference in his memory after he has been trained in proper usage? That is the function of the paradigm. The trouble is not with the paradigms, but with the uselessness to which they are relegated.

No matter how much time is devoted to the study of a second language, it can never approximate the time spent with one's native language. Fortunately the mind can overcome the handicap of time by organizing the knowledge it receives. That power of organization is a factor which should not be disregarded in language learning.

In dealing with pattern drills we might mention another new taboo which tends to interfere with good teaching. Notice that even as we talk we cannot avoid references to accepted grammatical terminology. We mention nouns, adjectives, verbs, tenses, and other similar terms. We should be speaking of name-words, action-words, modifiers in *do*, and similar new terms. Where an accepted term does not describe properly the function which a word performs, then by all means it should be corrected. But where no better or clearer term is formulated, why reject an analysis which has stood the test of time and substitute terms on which even the neophytes do not agree?

We have dealt briefly with the hearing and the speaking phases of language learning. Turning to the reading phase, the benefits to be derived from the laboratory may not be so evident. Yet reading involves understanding of subject matter, and here the laboratory can be invaluable. It can train students to listen to passages read at normal speed. It can then focus the attention of the student on the content by a set of drills which are self-testing. Eventually the student will absorb the content of a passage either from the spoken word or the printed page. He will thereby be prevented from reading without absorbing ideas. Questions can be answered directly from the content without recourse to translation. By constant mental connection between the sound and the printed symbol, the equivalent in one's native language becomes unnecessary. Through reading, the laboratory can expand from mechanical reproduction of set phrases into content and ideas.

In the writing-phase of language, the labo-

ratory is invaluable for transferring oral expression to the written symbol. When a unit of work has been thoroughly mastered orally, then and only then drills should be provided for transferring all that new language to writing. Dictation drills fix each word and each phrase permanently in the student's mind. We are so conditioned by training that a term is fixed permanently in our mind only when we see it in writing. Words which have come to us only through sound can seldom be retained permanently. Have you tried retaining foreign names just by hearing or pronouncing? Why should we assume that children possess a different faculty? The evils of pronouncing from the written symbol are counterbalanced by the inability of the mind to retain unvisualized sounds. A balance between the two needs to be maintained in order to possess permanent knowledge of a new language. When the laboratory has furnished a solid training in the hearing, speaking and reading phases of language, then its facilities may well be devoted to visualizing in writing all the new language which one has learned.

In summary, let us bear in mind that a language is composed of skills developed through neural and muscular reactions, followed by the use of those skills to express thoughts which no longer depend on the linguistic stimulus. We might call the first the mechanical and the second the mental phase. The initial stages of the acquisition of a new language are mechanical, but the mechanical phase is constantly being supplanted by the mental phase, until the latter replaces the former entirely. In our native language the mechanical phase is non-existent in our consciousness. Actually we make no conscious effort to translate ideas into sounds or symbols. In the acquisition of a foreign language that mechanical phase is all powerful at first, then it gradually disappears, but seldom becomes non-existent. A second language needs to be kept alive by conscious effort at all times or it eventually disappears. The language laboratory can improve the mechanical phase at all stages, but it has little effect on the mental phase. The benefits to be derived from the laboratory decrease as a person gains increasing possession of a language, until they become non-existent if he uses the language completely as a native.

Why is the mental phase not affected by the laboratory? Because the mental phase is developed by ideas which are supplied by other ideas previously present in our consciousness, and the laboratory has no power to supply ideas. Teaching is not a matter of mechanics. It is the guidance of a human mind towards its full development by channeling thought away from proven error. This guidance of thought can be provided only by another thinking being, and not by a machine. Learning by any mechanical device is necessarily limited to the learning which an individual can develop by himself. The guidance afforded by the experience of others and by the objective examination of conclusions can be supplied only by personal interplay of ideas. The laboratory can never replace the live teacher because the laboratory has no human brain with which to work.

The function of the laboratory then, is to develop to the fullest extent the mechanical phase of language learning which is required before thought can begin. In so far as that training is mechanical, the laboratory can do its work even better than the live teacher. The laboratory does not deviate into personal observations unrelated to the immediate training. Correct pronunciation can be reduced to the constant repetition of set models until new habits are established. Fluency of speech can be developed by constant repetition of sentences which force the student to concentrate on immediate response. Above all, the laboratory can develop the technique of self-testing of acquired skills and knowledge. Since the learning of a language is a cumulative process, the self-testing of the ground already covered is essential to further progress. The firm habits established through the laboratory serve as solid strongholds on which further knowledge can be based.

* The danger in the use of laboratory comes from a false feeling of security. In and of itself the laboratory cannot teach complete language because it cannot teach people to think, and language is the expression of thought. The laboratory cannot perform miracles nor produce a new generation of speakers who have been spared the weary hours of training previously required. School systems which install language laboratories with the expectation of

relegating teaching to tape recorders are misleading themselves and the public. The laboratory improves language teaching only because it helps to concentrate training on the direct elements which constitute language. In order to do so, the preparation for the proper use of the laboratory has to be more rigorous than any other training, because more is expected in tangible results. Since language can now be tested as actual language rather than memorized rules, it will no longer be possible to measure achievement by semester hours. The laboratory forces language study to accomplish the purpose for which it is intended.

What then are the conclusions? First, that language laboratory does not offer any miraculous solution to language training. It will not produce speakers of foreign languages who have sidestepped rigorous and methodical training. The laboratory by itself cannot produce the finished product of a near-native speaker of a second language.

On the other hand the laboratory does help to concentrate training on language as language. It does help to increase the contact hours of each individual with the foreign language. It does help to counterbalance personal limitations of individual teachers. It does help to establish a solid foundation of linguistic habits which can serve as a basis for future training. It does help to foster individual progress which is unhampered by the limitations of the rest of the class. It does provide models for students and teachers at any level which can keep their language alive and active at all times. These are benefits which we can well expect from the language laboratory and these are the reasons we can say that electronic developments have ushered in a new era in modern language teaching.

VINCENZO CIOFFARI

*Modern Language Editor
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During 1959 membership in the American Association of Teachers of Slavic and East European Languages increased from 400 to 900, an increase of 125 per cent.

The Kentucky Foreign Language Conference

THE Kentucky Foreign Language Conference during the last thirteen years has developed into an important meeting of teachers of languages from all over the United States and has even attracted scholars from foreign lands.

When Jonah W. D. Skiles came to Kentucky in 1947 as Head of the Department of Ancient Languages, he had already experimented with a small conference at a college in Louisiana. From that small meeting grew the idea of a large conference representing all the areas of languages and their teaching. The Kentucky Foreign Language Conference is, then, the creation of Professor Skiles. It is he who has guided the program to its completion each year, and as a good administrator he has been able to get faithful and inspired efforts from his lieutenants who do the spade work in forming the sections. He creates the over-all plan and supervises its building. He personally forms many of the sections and invites a large share of the participants. During the meeting, it is he who keeps everything moving according to schedule.

Professor Skiles' idea was to have a meeting where language professors could express themselves. There were many well-trained specialists who welcomed the opportunity of telling others about their specific way of looking at literary, linguistic, and pedagogical aspects of the language profession. Sometimes these scholars were reluctant to ask for a place on a program. And then too, until the coming of the Kentucky Foreign Language Conference, the opportunities for such expression were limited. Only a selected few found an opportunity to present their ideas at the three or four meetings or long conferences held each year.

Since the program at Kentucky has also grown larger each year, it is not feasible to attempt to have papers submitted for approval. Instead we invite scholars who have already contributed in the various fields, and we encourage those who have recently come into the

profession to volunteer to take part. In both cases, we consider only the subject matter of the papers. It is assumed that a teacher has reached his position through intellectual achievement, and that he will present a paper before others in his profession with all the care and professional skill at his disposition. In general, the quality has been excellent, and a large percentage of papers have been published in learned journals.

At the first Kentucky Foreign Language Conference there were eighty papers and talks listed on the program. Thirteen years later, in 1960, there were three hundred and eighty-nine papers.

The annual meeting of the Modern Language Association is still the largest in attendance and will almost certainly continue to be. In the 1959 meeting of this organization in Chicago, there were a hundred and ninety-six people who gave papers or talks. This does not include the various AAT group meetings which might add ten or fifteen more. And so from the point of view of number of papers and talks, the Kentucky Foreign Language Conference is much larger.

But the presentation of papers and the resulting discussions are only one phase of our conference. Another important factor is the stimulation of research and writing. Since professors are asked to contribute papers, this usually starts them on a program of research and writing which might not have been undertaken had it not been for the possibility of expression provided by the conference. Usually invitations are sent in October. Almost any professor will promise to be in a program which does not take place for six months. He sends in several topics and as soon as one is chosen he starts to work. He knows he must finish his project at a certain time, and this keeps him at it until it is done.

From the State of Kentucky there have been an average of thirty papers contributed each year. This represents teachers in high

schools, college professors, administrators churchmen, and laymen, some of whom have never contributed to a meeting before. By conservative estimate, twenty-five of the papers presented each year would never have been written had it not been for the opportunity provided by the Kentucky Foreign Language Conference. It is difficult to estimate how much research and writing our conferences has produced in other states since we have no way of measuring, but certainly it has been significant. On the other hand, forming the huge program takes so much time and energy that during the months from October to April, that it limits research and writing in our language departments at the University of Kentucky.

At the first Kentucky Foreign Language Conference in 1948, there were eleven sections representing the areas of Classical Languages, French, German, Spanish, Teaching of Languages, and General. Thirteen years later there were forty-seven sections representing Classical, Teaching of High School Latin, French, Spanish, Italian, German, Portuguese, Dutch, Scandinavian, Celtic, Hebrew, Arabic, Oriental, Slavic, Teaching Modern Languages in the High School, FLES, Biblical and Patristic, Comparative Literature, Medieval, Linguistics, Teaching of Languages in the College and University, and General.

In the thirteen years of the Kentucky Foreign Language Conference, there have been over three thousand people on our program. From Kentucky, 780 have come; Ohio has provided 320; Illinois, 202; New York, 199; Indiana, 181; Michigan, 167; Pennsylvania, 117; Tennessee, 83; and Missouri, 83. New England has sent 96 and the West Coast, 60. Every state has been represented except Nevada, Idaho, and Alaska. Canada has sent 33 scholars, and there have been thirty-one persons from twenty-one different foreign countries.

We like to think that the activities of the Kentucky Foreign Language Conference represent trends in the language field through the years. For instance, in 1951, we had our first paper on the problems of machine translation, "Remarks on the Machine Translation of German," by Stuart L. Fletcher of the University of California at Los Angeles. In 1951 we listened to "The Problems of Language Labora-

tories," by Charles Staubach of the University of Michigan. In 1953, we had the first section devoted entirely to the teaching of languages in the elementary schools. At that time, there was so little literature on the subject that our library published all the papers in brochure form, and the demand for that publication was enormous. Our second FLES program in 1954 was published as one of the early issues of the *Kentucky Foreign Language Quarterly*. Again the demand was great, and a second printing was necessary.

Because of the increase in productive research, due in large part to our conference, scholarly journals have been blessed with the submission of more excellent articles than they could accommodate in their limited space. To ease this situation we have established our *Kentucky Foreign Language Quarterly* which has just finished six years of successful publication under the capable editorship of Dr. Alberta W. Server, who has the assistance of a devoted editorial board. Another publication, *General Linguistics*, edited by John A. Rea and two assistant editors, is now in its sixth year and serves an important specialized field. Those who read papers at our conference and at others are urged to submit them to one of these journals. Both of these publications are self-sustaining and need no subsidization.

In order to prepare the program of our Conference we utilize all the professors in the departments of languages, and, in addition, we are fortunate to have help from other departments. From time to time, professors in other universities have formed sections. For assistance of this kind we owe special thanks to the following: Professor Horst Frenz, Indiana University, for forming a section in Comparative Literature; Georges Joyaux, Michigan State, for a section in Existentialism; Hensley Woodbridge, Murray State, who for several years has formed sections in Bibliography; Seymour L. Flaxman, New York University, who has created sections in Dutch, Flemish, and Frisian for the last three years; and finally, Robert D. Spector, Long Island University, who has formed Scandinavian sections.

One question we often hear is "How do you get money for such a large conference?" In this respect, we are fortunate in having the

Dean of the College of Arts and Sciences to support our cause. He has encouraged the meeting by providing a modest sum each year from the budget of the college. This money covers the cost of printing the program, about four hundred dollars each year for approximately ten thousand copies, and postage which usually runs to six or seven hundred dollars to send the programs to each department of foreign languages in the colleges and universities in the United States and to the high schools within the area of Kentucky, Ohio, Indiana, Illinois, Missouri, Tennessee and West Virginia.

Each year the President of the University of Kentucky expresses his approbation by writing a message on the front cover of the program and by taking an active part in the program.

The Kentucky Foreign Language Conference is by now an institution and will almost certainly continue to play an important part in the academic and intellectual lives of professors of languages in the United States. In the years to come, we hope it will continue to be the meeting place of scholars who are giving and seeking enlightenment.

HOBART RYLAND

University of Kentucky

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Language Enrollments

A survey of modern languages offerings and language enrollments made for the U. S. Office of Education by the Modern Language Association of America shows that in the academic year 1958-59, 1.3 million or 16.5 per cent of all public high school students were taking at least one modern foreign language. This compares with 14.2 per cent in 1954-55 and 13.7 per cent in 1948-49. Spanish was the most popular high

school language, with enrollments of 8.8 per cent of the student population. The other leading modern languages were French (6.1 per cent), German (1.2 per cent), and Italian with (0.3 per cent). Russian amounted to just 0.05 per cent of the student population in 1958. Nine other modern languages were reported: Chinese, Czech, Modern Greek, Hawaiian, Hebrew, Norwegian, Polish, Portuguese, Swedish.

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Italian Centennial

1961 will mark the hundredth anniversary of Italy's unification as an independent nation. In celebration of this event there has been established in New York an Italian Centennial Celebrations Office, Palazzo d'Italia, 626 Fifth Avenue, New York 20, N. Y. Directing the office is Donald A. Bullard, formerly Cultural Affairs Officer at the American Embassy in

Rome and Director of the Department of Information of the Institute of International Education. News of events throughout the world celebrating the Centennial appear in a bulletin whose Vol. I, No. 1, appeared in June 1960. You may be placed on the mailing list by addressing the Centennial Celebrations Office.

* * *

How to Teach Literature

IF THERE is one thing that teachers of foreign language are agreed upon, it is that reading a foreign literature in the original is eminently worth while. This, we tell our students, is one of your chief goals. Bear with the drudgery, if language study seems like drudgery to you. Soon you will look back and say: it was worth it. If this be true, and man and boy, student and teacher, I have been hearing these sentiments all my life, then courses in foreign literatures ought to be nothing less than a joy to teacher and student. Even young instructors are led forward with this magic carrot dangling in front of their noses: "serve your apprenticeship just a few more semesters, fellows, and we will let you have a literature course of your own."

What is the sequel to this promise? Suddenly, through a resignation, a retirement or, *mirabile dictu*, an advance in upper course registration, the young or no-longer-young teacher is given his course. But neither he nor the man who assigns it to him stops to reflect that the man may not have the faintest idea how to teach literature.

We simply assume that the new teacher of literature will have learned to teach by observing his graduate-school professors, for we of the liberal arts colleges have been so busy making fun of the emphasis on methodology in the school of education that we have failed to notice that when you get down to it, nothing is ever taught anywhere without some sort of method. Most of the time we leave our young teachers to sink or swim without a word about optimum or even minimum standards, for in this, as in other aspects of education in America, we have chaos and we are proud of it. Yet literature is widely taught and sometimes taught exceedingly well. It is also, unfortunately, taught very badly. Just how it is taught and how badly is the subject of these remarks.

One of the obstacles to good teaching of literature is an unaccountable reluctance on the part of many language teachers to turn

their students loose on free and untrammeled reading. Even when the languages are well taught on the elementary and intermediate level, most schools and colleges offer an inevitable and, in my opinion, useless course variously titled "advanced composition," "introduction to literature," or "great masterpieces." In this course as I have experienced it, observed it and taught it, student and teacher plod through as many as six and as few as four books a year. Sometimes the better students are excused from participation. When they are not, the snail's pace and tiresome procedures of this course are guaranteed to give the *coup de grâce* to any literary interest they may have had. At this point many students leave us for some discipline that lets them out of the playpen sooner. The usual procedure is the old familiar translation approach, and unless the student can put the foreign material rapidly into an execrable English for which any respectable translator would be fired, he is presumed not to have read the material. If his transliteration is well done, so that no major corrections on the part of the instructor are required, class time may then be filled in some other way: with grammar analysis, for instance. The student is asked why the subjunctive is used in lines 4, 11 and 17, and if this does not trip him up he is told to conjugate all the irregular verbs on page 15. This is called *explication de texte*, but to dignify it as such is unfair even to that over-rated phenomenon. But let us assume that the student stays with us. He has overcome his last imaginable hurdle and is admitted to the study of literature. How is this literature then taught? Let us take inventory.

If the instructor has not been too long out of college or graduate school, and still has his lecture notes from Comp. Phil. 229, he will probably use the lecture method: that is, through his notes his professor's notes will be given to the class. To repeat an old wheeze: "a lecture is when facts are transferred from the teacher's notes to the student's notes without passing

through the heads of either." If he can, and if the notes permit, the instructor will offer a survey, following strict chronological order. There will be little or no discussion of what is read, if it is read. Any discussion that occurs will be carried on in English and although the student may enter the course with a fair speaking knowledge of the language this knowledge will be allowed to atrophy. Thus while listening to otherwise excellent discussions in English the student may find himself getting less and less fluent in the foreign language while actually enrolled in a course in the foreign literature.

If the emphasis is on the "story," many of the students will buy the book of two thousand famous plots. If the emphasis is on literary criticism they can neglect the text altogether and concentrate on the reviews. In either case, in an average college the fraternities and sororities will have bound volumes of the notes by the end of the first year. And obviously the teacher will have little control over what is read. Even so, with all its faults this simulated graduate course has some virtues. The students who have gumption enough to do so will read a lot of books, and if the instructor is competent and ambitious he will continually revise and refine his lectures, adding and subtracting from his list of readings until, with the years, he will achieve a fairly well-rounded course, and one that is mostly his own. Still, in many cases the students will end up with more knowledge of literary criticism than of literary works and with more second-hand opinions than original ideas. This, and the fact that English is the exclusive language of the classroom are obvious and serious defects of such a course.

More usual than the aforementioned method, judging by the hundred or more college catalogues that I have consulted, is the presentation of chunks of literature: Goethe and Schiller in German, the Romantic poets in French, Calderón and Lope de Vega in Spanish. Again, let us admit that some of these courses are very good. Many of them are bad. They seem to have been developed around some older textbook or anthology that permits a heavy reliance on a foreign-language-to-English vocabulary. They go forward in English and at an incredibly slow pace. The excuse for the slowness

is that the coverage is thereby made thorough. By this means the students will be made to know well what they know and will be ready for graduate study or, more theoretically, to read and enjoy foreign masterpieces after college. May I digress to dogmatize on this last assumption? This is undoubtedly the most fatuous and false of our illusions. Let us face up to the fact that no one who reads a foreign language at a speed substantially lower than he achieves in reading English is likely to read any foreign material after college, except, that is, when he has to do so for a specific purpose.

But let us suppose that the instructor decides to cover a fairly substantial amount of material, either that of an historical period or that of a selected author or authors. Must he then resort to the anthological method, reading snatches of this and bits of that? To do so means that whether he uses an anthology, or picks and chooses among abridged foreign editions he is in effect using something like the *Reader's Digest* books, looked down upon as mere capsule culture by most teachers of literature. There is, of course, no completely satisfactory solution to this problem although a compromise solution is to combine abridged and unabridged materials in the same course. At least complete plays, poems and essays can be read, and if this is done we are probably justified in merely sampling the great novels. This at least would be a half-satisfactory commitment if carried out, which it seldom is. Having decided that he intends to cover a goodly number of pages, it is not at all unusual for an instructor to fail by a considerable margin. I myself have never read beyond page 164 in *I Promessi sposi*. That was as far as one of my dear old teachers managed to go in his Italian course.

There are two basic assumptions, apparently, behind these short period courses. First, it is rightly assumed that after working his way up the ladder of language and composition the student deserves to become familiar with the great figures of world literature, second, that all the worth-while authors are dead. As a result our students frequently leave college frustrated. "The modern languages are modern, aren't they," they ask. I knew one distinguished scholar who used to offer a seminar in

modern French literature, and when the students were safely enrolled he would announce the subject as "Montaigne." He thought it a great joke to say, if anyone protested, "Well, he isn't medieval, is he?" From the comments of his students I am inclined to think the joke was on the professor. His graduate students did not dare to bow out of the course, but they found excuses for not taking other favorite courses. Too many literature professors are like that, and it is possible to graduate from college with a major in French literature without reading a word of Camus, to major in German without hearing the name of Carl Zuckmayer, and to come from Spanish studies without knowing who Cela is. The faculty knows, of course, that contemporary literature, like contemporary art, is the most difficult to read and to understand, but if we must confine our sampling to a period we ought at least to include a small fragment of the contemporary literary scene.

Another enemy of a good literature is the tendency on the part of many teachers to ride a hobby regardless of its consequence to the announced subject of the course. Perhaps the most convenient frame of reference is the late Irving Babbitt, whose stature is sufficiently great to withstand our blows. Babbitt notoriously could not get out of the area of beginnings, which he enjoyed more than conclusions. His Rousseau course was likely to end with the birth of Rousseau. In literary criticism he was lucky to get past Longinus by the end of the first term and into the work of Malherbe by the end of the second. Such dawdling in a Babbitt is mildly reprehensible. In the rest of us it is inexcusable.

Similarly inexcusable is the omission of authors we do not happen to like. A Spanish professor I once knew never talked about the Spanish mystics because, he said, "mysticism is nothing but twaddle." Another teacher of my acquaintance always omitted François Mauriac because, he said, "I detest him."

Perhaps these are minor aberrations and as such a part of our profession, but the heart of the matter is surely reached when we see that many so-called teachers of literature will do anything rather than come to grips with an author's actual words. Under the heading of scholarship they treat of a writer's love affairs,

his political views, his love of flowers and peppermints. They provide a full-length portrait, complete with birth certificate and headstone, for ever since Sainte-Beuve we have all been aware, abnormally and sensitively aware, that we must teach a man's private life and his sins if we would provide our students with a true picture of his work as "*l'expression d'un tempérament*." Thus is key-hole peeping dignified into criticism, sometimes cogently, often uselessly. From Taine we have learned that a work is a product of "race, moment et milieu," and so we surround our author with a synthetically resurrected social, economic and intellectual milieu. And sometimes there is a great deal of good sense, mingled with nonsense, in so doing. Unfortunately the effect of all this psychoanalysis and biography writing is to keep us away from the author's actual words, lost in contemplation not of what he said but of what made him say it.

A memorable passage from a best-seller of twenty years ago, Mortimer J. Adler's *How to Read a Book*, was the one in which he relates how after he had laid down a barrage of scholarship in the form of reading lists, criticism, biography and psychoanalysis a bright student said, "Mr. Adler, we have talked all around the book, but we haven't discussed the book." For every teacher of literature this is a challenging remark. We do not, presumably, offer literature courses to talk around literature, or about the author, or about the sociological aspects of the author's country. We are there to talk about the book. "In the beginning was the Word." What we should talk about is the play, poem or novel. What is its significance, its purpose, its beauty, its value? We need have no fear to digress if our digression is suggested by the author's words and is not allowed to come between us and the text.

Perhaps, as someone will say, freshmen and sophomores are not well equipped to read literature critically for pleasure and profit, but surely there is no way to train them for the task except by facing up to it. I had a left-handed compliment about my own performance some years ago (just after reading Adler). As one of the students handed in his blue-book he said,

"When I heard you say the first day that we were going to read scores of authors and hun-

dreds of pages, I, who had never read more than five pages for a day's assignment, said to myself 'the man's balmy.' But I've done and I've enjoyed it."

If this student was atypical he surely did me a disservice for I have continued to think in terms of scores of authors and hundreds of pages ever since.

In accomplishing this aim, that is to have students read widely, rapidly and without translation, students may be staunchly aided by the use of texts that do not have an end vocabulary. A vocabulary will be used as long as it is there, used especially by the students most capable of doing without it, for they are generally the most conscientious. The absence of a glossary helps in the difficult but not impossible transition from puzzle-solving, or decoding, as someone has called it, to bona fide rapid reading.

Perhaps I have not analysed our common problems correctly or even approximately correctly, but the deliberately provocative title "How to Teach Literature" represents no holier-than-thou attitude on my part. I am simply flabbergasted at our failure to attract more students, students with a good command of the foreign tongue, to our advanced courses. Majoring in a foreign literature ought certainly to be as attractive as majoring in English or American literature. The initial language bar-

rier is there and fewer students are able to surmount it than we should like. Still I am certain that we have lost many potential majors whom we should not have lost, not only by failing to bring their reading skill to a pitch of perfection but also by failing to take advantage of such reading skills as they have. To do this the literature course that moves at a snail's pace has got to go. As my son said to me a couple of years ago, "*Tartarin de Tarascon* may be a funny book and good literature, as you say, but it sure is dull at four pages a night."

We stand facing an influx of better prepared students than we have ever had. Many of them may be almost bilingual by the time they reach high school. Skeptics who believe that FLES is a flash in the pan had better take a look at the statistics and realize that the number of small fry enrolled in foreign language courses has nearly doubled every year since 1955. When this group hits us our "Introduction to literature" courses must go, and so must our courses conducted in English. There will simply be no excuse for keeping tomorrow's students from reading widely and rapidly. Literature in that not far distant day should come into its own. It is up to us to see that it does so, but in order to succeed we must decide what we want to do and how we plan to do it.

L. CLARK KEATING

University of Cincinnati

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Georgetown University has enrolled fifteen blind men and women students under the sponsorship of the Division of Vocational Rehabilitation of the Department of Health, Education, and Welfare. The group, selected on the basis of nation-wide language aptitude tests, will pursue a special intensive program for a

period of two years in order to become proficient in the translation of recorded spoken Russian directly into written English. The students will attend class four hours each day supplemented with two hours of intensive laboratory drills and typing practice. Dr. Leon Dostert is the director of the project.

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Reading a Foreign Language

THOUGH listening and speaking are the primary activities in learning a foreign tongue in most schools today, for a good many people the main objective in studying a foreign language is the progressive ability to read it with moderate facility for pleasure and profit.

Reading for a purpose, for an understanding of the culture, civilization and lives of the people which the foreign tongue presents, is an important part of the program of language study. In such a class the stress is on the content and related activities that promote the intelligent and sympathetic attitudes which will lead to better international understanding, and more effective citizenship in the world at large.

In learning to read a foreign language, translation should by no means be the goal, nor should it serve even as chief aid. In fact, under normal conditions, the more it is ruled out, the better the reading. Occasional use of translation may prove helpful; the frequent use of translation in any classroom sets up stumbling blocks. The aim of the student should be direct comprehension of the text; the aim of the teacher should be to help the student achieve this end by as simple and rapid means as possible.

This direct, instantaneous comprehension of a printed passage—in other words, successful reading— involves the unlabored grasp (1) of images (visual, auditory, etc.) and (2) of the thought units. Learning a foreign language means acquiring new symbols for objects and ideas. This is done by associating the new symbols with the objects or ideas, or by associating them with known symbols which already have meaning. For immediate comprehension, direct association of the symbol with the object or idea is indispensable. Words unattached to ideas or images are about as useful as doorknobs without doors.

We see, then, that reading a foreign language requires only the recognition of the symbols—the vocabulary, idioms and grammar. While special emphasis should be given to this skill,

the various skills in language learning, all interrelated, should be developed simultaneously. Whatever the specific goal in studying a foreign language, that goal can be attained more easily and more quickly by a multiple integrated approach.

First the student hears and understands what he hears. He talks and after gaining some fluency in speaking, he learns to recognize printed words as signs of objects or ideas. When he can read, he learns to write. This multiple sense appeal not only speeds up the reading skill but also makes it more lasting. Grammar can best be taught inductively from conversation and an appropriate reading text with simple vocabulary and idioms taken from the everyday speech of the people whose language is being studied. Reading should be regarded as the visual experience based mainly on aural-oral training. The auditory training is of prime importance. (Few deaf-mutes between the ages of twelve and eighteen can really read.)

The material selected should deal vividly with the culture and life of the people whose language is studied, and should be of interest and value to the student and, of course, on his level. Stories that contain repetitions and dialogue are often stimulating. A passage becomes meaningful to a student when he is able to establish some relationships between his life and experiences and the content of the passage. The amount of reading should be determined by the needs, interests, and abilities of the students. Most foreign language reading programs are too pretentious. Quality is more important than quantity.

The time for a student to achieve an effective approach to the study of a foreign language is at the very beginning of that study. It is, however, only by continuous, slow and careful work that one builds up the reading attitude which leads to mastery. Intensive reading is the training for extensive, optional and vacation reading, and should be given special attention in class. Supervised intensive reading increases the

reading ability so that reading may be pleasurable. The paramount concern of the teacher is to guide the student during the class period in such a manner that he may be able to continue the intensive work alone effectively. Every step of the reading lesson must be planned carefully.

Methods of handling intensive reading vary. There is no recipe that will fit all students. Whether the emphasis in a reading lesson be on vocabulary, grammar, idioms, pronunciation, conversation or cultural information, the ultimate goal, I repeat, should be the direct comprehension of the content. (It is futile to expect this to bloom incidentally from translation.) To this end a few suggestions for procedure in the classroom are offered.

1. Stimulate a favorable attitude toward the content and have a definite purpose for reading it. In teaching reading the arousal of an interest in the content is half the work. To sustain interest set a goal for each section or paragraph and check whether or not it has been attained.

2. Introduce in advance vocabulary, constructions and idioms that will occur in reading materials.

3. Acquaint students with notes, vocabulary, maps and illustrations. (Verbs usually in the infinitive and nouns in the singular.)

4. (a) Ask a question in the foreign language which will make students want to find the answer. (b) Have the passage which gives the answer read aloud, and then repeat the question for the student to answer in the foreign tongue.

5. Let the teacher's reading of a selected passage or a recording set a model and stimulate interest. Allow pupils to read aloud singly and in groups. If there is dialogue, have it read in parts.

6. Be sure the students recognize familiar words which may need review.

7. Elicit meanings of unfamiliar terms by gesture, mimicry, simple drawings on board or circumlocution. Have the students make intelligent guesses of new words by analyzing them into their component parts (roots and affixes); by relating them to similar words in English or another familiar language; or by inference from use in the context. (A word is a relative thing which may change in meaning, function, form and position.) Have synonyms, antonyms,

derivatives, and cognates noted. From the first lesson attention should be given to the close relationship between certain words in English and in the foreign language. Attention should be called also to words or phrases different in the foreign tongue.

8. Have students reread the phrase or sentence in which each new word or idiom occurred, trying to fix its meaning.

9. Have the students underline doubtful words and verify their meanings in the vocabulary; then select the English translation in each case which best fits the context, and place a check in the margin beside it.

10. Have students underline difficult passages and place vertical lines in the margin. Where the meanings are not perfectly clear they should put question marks in the margin.

11. Locate place names in the text on a large wall map and illustrate cultural references with pictures. Elicit or give pertinent information about proper names and common nouns with cultural significance.

12. Have students rapidly reread the entire selection for unity of thought.

13. Have students list in notebooks key words, idioms, and other expressions, and write two or three questions in the language read, designed to seek out quickly the central meaning; and allow a choice of vocabulary in the answers.

14. Finally have one or more students relate aloud in the foreign language a brief resume of the story or other content.

15. Have students occasionally review key words, idioms, and other expressions, and use them as a basis for a permanent active vocabulary.

Accuracy in pronunciation as well as in interpretation of printed words is an important phase of language mastery. Therefore most intensive reading in the class should be done aloud. However, there is a place for silent reading. As a training device or as a test of ability to read, the following plan may be used:

Allow students about six minutes to study a sight passage, about one and one-half minutes to verify words in the vocabulary, and then three minutes to write out a good English translation or answer questions. (The time given above may be doubled, if the passage

requires it.) This technique helps to emphasize the essential items in the pattern for study. It helps the student to concentrate on the thought, to use his head before his thumb, and to infer meanings without use of dictionary; and shows him how much he can achieve in a short time.

The procedures outlined require time, patience and foresight. The steps at first are slow enough to be sure; with faster pace the steps are still sure; and presto, the goal of rapid and happy reading is attained.

As soon as moderate confidence and facility in reading are attained, a problem or project may be undertaken which requires the reading of a book or various selections. Units may be organized which require group activities varied in type and form. The text may be used as the core around which students have a rich experience in collateral reading which contributes to a common theme. Students may be able to pursue objectives independently. There should be some supplementary reading each term.

For measuring reading comprehension there is no perfect device, but by using several devices one may fairly well determine power over the printed word. The question and answer technique in the foreign language serves not only as a measure of reading ability, but also as an exercise to help build up active language command. In the beginning classes it is helpful to have students repeat the question aloud before

answering it and also, in the true and false test, repeat the statements that are true and correct the false. A silent reading test has been considered.

Dramatization and relating the story or other content may serve as checks on understanding. Exercises on the material should precede or follow the reading and not interrupt it.

Oral work in the foreign language may not always be a reliable assurance of comprehension, and sometimes has to be supplemented by other controls. Translation may be used occasionally, but the wide and almost exclusive use of translation in some classes is often due to a lack of competence, imagination and effort on the part of the teacher.

"There are no dull methods, there are only dull teachers." The best techniques are those which the teacher is best equipped to adapt to the needs of his students.

The final criterion for vital teaching of reading is not the choice of materials or techniques, but the degree to which the work involved contributes to the understanding of things significant in the life of the student.

Most people who do not read a foreign language with enjoyment were never given a chance to learn to read it.

M. HELEN DUNCAN

Temple University

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Modern Foreign Languages: A Counselor's Guide

This 67-page booklet, Bulletin 1960, No. 20, of the U. S. Dept. of Health, Education, and Welfare, is published by the U. S. Government Printing Office at 30¢. Prepared by Marjorie C. Johnston and Ilo Remer of the USOE, it answers such questions as why one should study a foreign language, who should study one, when

to begin, and how long to continue the study, which languages to study, how to develop communication skills, vocational opportunities, college entrance and degree requirements in foreign languages. It is an invaluable compendium of sound information

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Student, "The Student's Russian Monthly," has articles on three levels of language achievement—beginning, intermediate, and more advanced—dealing with Russian history, art, literature, science, as well as topics of a more general nature. *Student's* address: P. O. Box 1627, Washington 13, D. C.

Formal or Familiar Forms of Address for FLES?

RECENTLY there has been a great deal of discussion about the use of *tu* or *vous* for French classes in elementary schools, *du* (and *ihr*) or *Sie* for German, *tu* (and *vosotros*) or *Vd.* (and *Vds.*) for Spanish. During the past few months questionnaires have been sent out on this question by at least two state foreign language supervisors, one in the Far West and one in the Southeast of the United States. The materials available for FLES vary. Some use the formal second person pronouns exclusively, while others, such as the Modern Language Association Guides, use the familiar form. On the other hand, the "Glastonbury Materials," which are intended for high school use, employ the familiar forms.

The reasons given by those who favor the avoidance of the familiar forms are the following:

1. It is difficult for an American child to learn to use two, three or four equivalents for "you."
2. The child will be tempted to use the familiar form where it is not correct.
3. When the student gets to high school or college, he will have no occasion to use the familiar form.
4. It is hard to find teachers who are fluent in the use of the familiar forms.

Let us consider these arguments one at a time. It is difficult for an *adult* to get used to using more than one equivalent for "you," especially when he is used to mentally translating from his native tongue to the foreign tongue. With a young child, however, the situation is quite different, especially if the foreign language is taught directly, with little or no English being employed. The young child responds to situations: he learns that one sequence of sounds is to be used in one situation and a different series of sounds in another situation. He does not analyze and make comparisons between the foreign words or phrases and the English equivalents. Later, of course, as his powers of reasoning develop and as his attention is called to formal grammar, he begins to make comparisons. The

latter is quite true of high school students. It does not disturb the pre-adolescent child, however, to use two or three or four pronouns where we use only one in English. He just learns that the teacher addresses him individually as *tu*, but the whole class as *vous*, and that he must always address her as *vous*. It is really no more complicated than the necessity of having to address the teacher as Miss or Mrs., whereas he addresses the other children by first name. The problem exists primarily in the minds of the adult, rather than in the mind of the child.

The problem of learning multiple forms of address is really not much different from the problem of learning two or three genders for nouns. As a matter of fact, the gender problem is even more serious, but no one would suggest that we avoid teaching *le, la, les* or *der, die, das* or *el, la, los, las* because it is difficult. Or shall we teach children only the present tense, because the past forms are so complicated? There are many other problems in learning a new language: problems of articulation, stress, intonation and juncture. Shall we ignore these or change them, because of their difficulty?

One of the best arguments against avoiding the use of several forms of address is that such avoidance is unnecessary. I have used *du*, *ihr* and *Sie* myself in several years of FLES teaching in the first, third and sixth grades and never was a question raised about it by the children.

It is true that children are tempted to use the familiar form where it is not correct, but all that is necessary is to correct them as often as they do until they get it right. After all, they make other mistakes which have to be corrected, too. By the time they get to high school, they are mature enough for an explanation as to where the familiar form is appropriate and where the conventional form is required. To be sure, this is something even a native speaker has to learn sometime. As for the teachers, if they are convinced that the familiar form must be used, they will learn to use it by practice just as they have learned so many other linguistic usages.

The most important consideration is a cul-

tural one. One of our main objectives is to use the foreign language to introduce the child to the culture of the people who speak it. What kind of picture of French or German or Spanish society are we giving the child, if we lead him to believe that the French, German or Spanish child is addressed as *vous*, *Sie* or *Vd.*? It is just the same as leading them to believe that every French child is addressed as Monsieur or Mademoiselle. Such distortion of culture cannot be justified even if the linguistic problems seem difficult. If there are difficulties, we must apply more time and energy to overcome them rather than present a false image of the foreign culture.

The purpose of foreign language teaching in the elementary school, as at any other level, is to teach the child to communicate in the foreign tongue and to acquaint him with how other peoples feel, think and act. Only the native speakers of a language have a right to change the practices associated with their language and culture. If we as foreign language teachers arbitrarily change the linguistic and cultural usages of French, German or Spanish because of real or imagined difficulties in the classroom, then we are doing violence to the very objectives which we claim to be striving towards.

MAX S. KIRCH

University of Delaware

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In April 1960 the National Education Association, in its annual report *Teacher Supply and Demand*, predicted a continuation of the national shortage of 135,000 qualified teachers. The class of 1960 produced nearly 130,000 newly eligible teachers. "Far greater percentages of increases are noted in the fields where the shortage of qualified teachers has been most urgent. The increase for science teachers is 26.4 per cent; for foreign-language teachers, 21.1 per cent; for mathematics teachers, 31.9 per cent."

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From 18 June to 22 July, 1961, the College of Education of Kent State University is sponsoring a field study trip on resources for teaching about Scandinavia, the Soviet Union, and the People's Democracies of Poland and Czechoslovakia. Teachers who participate will hear European scholars tell what they believe should be taught in the elementary and secondary schools of the United States concerning the culture of their particular countries. Information can be obtained from Dr. Gerald H. Read, Secretary-Treasurer, Comparative Education Society, Kent State University, Kent, Ohio.

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Children vs. College Students

IT WAS not long before the eighth grade Spanish teacher, Srta. Argelia Aguilar discovered that she had three girls in her class at the University of Missouri Laboratory School who were superior students: Conchita, Estrellita and Mariquita.¹ Their ages and intelligence quotients follow:

	Age in Years and Months as of June 1960	Intelligence Quotient ²
Conchita	13-6	137
Estrellita	12-10	141
Mariquita	13-2	130

Although the three girls were students in the 8th grade Spanish class, Estrellita and Mariquita were 7th graders. They had passed an examination at the end of the 6th grade which revealed they were ready for 8th grade Spanish. This was possible because their small reading group was able to cover the material in the 7th grade text after they had exhausted the material scheduled for the top 6th grade reading group. Conchita began her study of Spanish in the 4th grade and Estrellita and Mariquita in the 3rd grade.

What was to be done for the three girls who obviously were exceptional students in Spanish? There was only one thing to do: give the girls as much extra work as they could handle. Arrangements were made with their parents and on specified days the girls would stay after school to receive extra homework assignments and ask questions. The extra work was assigned from the college text, *Speaking and Writing Spanish*.³ This particular text was used because the conversational dialogues, which make up the bulk of the book, had been tape recorded and were available at the University Foreign Language Laboratory at the same time the 8th grade Spanish class met. The three young students could, therefore, attend the Lab sessions whenever their teacher deemed it advisable. However, since the youngsters pronounced the Spanish phonemes almost perfectly and had little difficulty with memorization, the use of

the Lab was limited to days when their teacher planned to drill the class. The latter activity these exceptional students did not require. With little effort they finished the text by the end of the semester.

While Srta. Aguilar, the eighth grade teacher, and the writer, her supervisor, were certain the girls were superior to the average first semester Spanish student at the University in speaking ability we wondered how they compared in writing and grammar. The emphasis in the elementary school through the 6th grade is on the oral-aural approach. In the 7th and 8th grades the emphasis is on reading and writing with some grammar. One simple way to find out was to permit the three 8th grade Spanish students to take the college exam with the first semester college students. Because the Elementary Spanish course at the University of Missouri is a five credit course and meets five days a week, the final exam was scheduled for three hours. The youngsters were asked if they were willing to take the examination. They were advised of the length of the exam and also that the professor who was to give the exam spoke Castilian Spanish. The students had been taught by Srta. Aguilar, who is a Mexican from Texas, for one year, and the writer, who is a Mexican-Chilean from Brooklyn, for three years; hence the girls spoke Latin American Spanish. After a few days' sober reflection, the girls agreed to take the examination.

Dr. Albert Brent, Chairman of the Department of Romance Languages at the University of Missouri, kindly agreed to permit the three students to take the Elementary Spanish final examination with his college class. Conchita, Estrellita and Mariquita visited with Dr. Brent, a day before the exam, to get acquainted.

¹ Fictitious names, of course.

² California Test of Mental Maturity, Form 57S, October 1958.

³ Agard, F. B., Paratore, Angela, Willis, Jr. R. S., *Speaking and Writing Spanish*. New York: Henry Holt and Co., 1951.

The girls were delighted to find the chairman young and charming and Castilian Spanish not at all difficult to understand.

The final examination prepared and administered by Dr. Brent consisted of seven sections as follows:

The first three questions were oral:

- I. Write the sentences the instructor will dictate.
- II. Write answers in Spanish to the questions the instructor will ask.
- III. Write English equivalents of the sentences the instructor will read.

The last four questions were written:

- IV. Translate the following Spanish sentences into English.
- V. Translate the following English sentences into Spanish.
- VI. Compose questions in Spanish that will get the following answers.
- VII. Translate the following selection into English.

After the examination, Dr. Brent gave the writer the following data: Conchita ranked first in the college class of 21 students, receiving 118 score points out of a possible 120 points.

Estrellita ranked 8th in the college class of 21 students receiving 97 score points out of a possible 120 points. Mariquita ranked 10th in the college class of 21 students receiving 96 score points out of a possible 120 points.

What can we conclude from this experience? Nothing new, unfortunately. But we can confirm what we already know: exceptional students need superior foreign language teachers; elementary school children can learn enough grammar to enable them to speak and write correctly as well as read and comprehend oral Spanish; the place for the initiation of an elementary foreign language course is certainly not in an institution of higher learning but in the elementary school; if students are taught adequately, it doesn't matter whether they learn to speak Castilian Spanish or Latin American Spanish. They will understand both. Most important of all, foreign language teachers must be willing to experiment, to evaluate their results and be evaluated. How else can we prove that we are doing exceptional work?

LEONOR A. LAREW

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NDEA Language Institutes—Summer 1962

The United States Office of Education has announced that directions for preparing proposals for language institutes to be conducted in the summer of 1962 will be mailed to college and university presidents sometime in May 1961. Language departments interested in submitting a proposal for an institute should be in touch with their presidents' offices. The in-

stitute program is administered by the Language Development Section of the Office of Education. Dr. Lawrence Poston, Jr., is Head of the Language Institute Unit. His staff includes Miss Loretta Wawrzyniak, Program Analyst, and two consultants: Dr. James Spillane and Dr. Charles King.

* * *

Foreign Language Enrollments in New York City Schools

The enrollments in foreign languages in the senior and junior high schools, in the elementary schools and in the evening and vocational schools of New York City showed an increase of 11 per cent in the fall of 1960. The total enrollment was 163,268—the largest language department in the country. Among the regularly taught languages French showed the largest

percentual (14) and Spanish the largest numerical increase (8170). Their enrollments were, respectively, 60,793 and 79,580. Italian ranked third with 9745. German was fourth with 4926. Russian which is taught in six senior high schools, one junior high school and one evening school rose from 110 to 405.

Annotated Bibliography of Modern Language Methodology for 1959

Compiled by EVELYN VAN EENENAAM, Redford High School, Detroit, Michigan

"Beginning with the resurgence in the early forties of the movement to establish the teaching of modern foreign languages at the elementary-school level, and stimulated tremendously during the early fifties by the vigorous and courageous support of a United States Commissioner of Education, Dr. Earl J. McGrath, there has developed in the United States during the last two decades a greatly increased popular interest in the study of modern foreign languages, including Russian. While interest in modern foreign languages in public schools was once primarily an affair of the larger urban centers, it has spread in recent years with ever-increasing momentum into the smaller communities throughout the entire country.

"Educationists and school administrators have deplored for years the fact that foreign languages are studied by thousands who do not learn them well; in fact, who learn them hardly at all. It is understandable, then, that during the current renaissance of interest in the languages consideration of teaching methods should be paramount. Thus schools are trying today to find the conditions, the devices, and the equipment whereby maximum learning may be achieved. The support given currently by the Federal Government through the NDEA has helped provide equipment and has aided to some extent in acquainting teachers with the problems involving teaching methods now confronting them. It goes without saying that the teachers themselves will have to find the solutions to these problems. The amount of attention which they are giving to this task is indicated by the number of listings in the excellent 'Annotated Bibliography of Modern Language Methodology' published annually in the *Modern Language Journal*."

STEPHEN L. PITCHER
*Past President of the NFMLTA,
Business Manager and Assistant
Managing Editor of the MLJ*

I WISH to express my appreciation to Professor J. Alan Pfeffer, my chief, for his cooperation and confidence in the value of our work; to Professor J. del Toro who willingly assisted me in my work; to my brother Bill for generously assuming the responsibility of the typing. Thanks are also due to the libraries of Marygrove College, of the University of Michigan, of the University of Detroit, of Wayne State University, and to the Detroit Public Library.

In a bibliography of this type, an article here and there may have escaped my attention. We apologize to any omitted author who should have been included. We found it very difficult to locate a few numbers of the less accessible periodicals.

Occasionally I have included journals which had some pertinent articles that were hard to classify. I linked them with the problems of the teaching profession. Naturally I included other bibliographies because of my faith in their usefulness as working tools for teachers.

Dr. Henry Grattan Doyle's excellent book *Education and Its Environment in the United States and Overseas: A Tentative Selective Checklist of Books and Articles* (to be reprinted in a corrected and much expanded edition); the magazines *Americas*, *American Oriental Society Journal*, *Books Abroad*, *Foreign Education Digest*, *General Linguistics* (University of Kentucky), *Hispanic American Studies*, *Journal of the Canadian Linguistic Association*, *Journal of General Education*, *International Journal of American Linguistics*, *International Review of Education*, *Language*, *Lingua* (Netherlands), *Revista Shell*, *Word*; the many *Bulletins* prepared by the U. S. Commissioner of Education, L. G. Derthick, by Director D. D. Walsh, by Professor A. T. MacAllister; the section *For Members Only* prepared by Editor G. W. Stone, Jr. for *PMLA*; and the section *The Hispanic World* conducted by Editor R. G. Mead, Jr. for *Hispania*, contain cultural, bibliographical, and informative material that will enrich any course.

ACLSN: American Council of Learned Societies Newsletter (2)
AGR: American German Review (13)
ASBJ: American School Board Journal (2)
ASEER: American Slavic and East European Review (2)
BA: Books Abroad (1)
BSFLB: Bay State Foreign Language Bulletin (5)
CJEE: California Journal of Elementary Education (3)
CJSE: California Journal of Secondary Education (11)
CMLR: Canadian Modern Language Review (6)
CS: California Schools (6)
ChSJ: Chicago Schools Journal (4)
CTAJ: California Teachers Association Journal (3)
E: Education (2)
EF: Educational Forum (3)
ESAVG: Educational Screen and Audio-Visual Guide (1)
ESJ: Elementary School Journal (4)
FAE: Fundamental and Adult Education (1)
FR: French Review (25)
GQ: German Quarterly (6)
H: Hispania (23)
HE: Higher Education (5)
HP: High Points (6)
HR: Hispanic Review (2)
I: Italia (6)
IEPB: Illinois Educational Press Bulletin (12)
JGE: Journal of General Education (1)
JHE: Journal of Higher Education (4)
KFLQ: Kentucky Foreign Language Quarterly (1)
LE: Liberal Education (formerly Association of American Colleges Bulletin) (1)
LL: Language Learning (19)
MA: Michigan Alumnus (1)
MDU: Monatshefte für Deutschen Unterricht (2)
MEJ: Michigan Education Journal (4)
MLJ: Modern Language Journal (69)
MLR: Modern Language Review (1)
NASSPB: National Association of Secondary School Principals Bulletin (14)
NEAJ: National Education Association Journal (3)
NEP: National Elementary Principal (1)

- NJEAR: New Jersey Education Association Review (1)
 NPT: National Parent Teacher (3)
 NS: Nations Schools (7)
 OJER: Ontario Journal of Educational Research (2)
 OS: Ohio Schools (2)
 PJE: Peabody Journal of Education (1)
 PMLA: Publications of the Modern Language Association of America (9)
 PSAE: Public School Adult Education (4)
 RER: Review of Educational Research (1)
 SchSoc: School and Society (9)
 SE: School Executive (3)

- SEEJ: Slavic and East European Journal (10)
 SEER: Slavonic and East European Review (1)
 SL: Student Life (1)
 SLOE: School Life (Office of Education) (7)
 SS: Scandinavian Studies (3)
 T: Think (1)
 TCJ: Teachers College Journal (1)
 TCR: Teachers College Record (6)
 TO: Texas Outlook (1)
 TT: Teaching Tools (4)
 VJE: Virginia Journal of Education (1)

I. AIMS, OBJECTIVES (4). See also: 5-10, 11-22, 23-69, 70-71, 72-94, 95-119, 120-145, 146-164, 165-183, 184-185, 199-300, 307-313.

1. Hockett, C. F.: "Objectives and Processes of Language Instruction," CS, XXX (Nov. '59), 456-460. Our writer gives us excellent recommendations (8) for concentrating efforts on the essentials of language learning stated as principles—"do's" and "don'ts" plus one point that cannot be so stated. These are explained.
2. Pruna, R. G.: "English Composition Practice in Cuba," LL, IX (#3 and #4, '59), 67-70. The four general teaching aims in teaching English as a foreign language are reviewed. This account of composition teaching shows how these aims were implemented at the Universidad Central de Cuba. Results have been excellent.
3. Sandstrom, E. L.: "Teaching a Second Language," PSAE, 2 (Jan. '59), 43. Language barriers must be crossed, and the media of communication have led to a re-examination of the objectives and techniques of second language teaching. If our teaching methodology is to keep in step with our objectives, we teachers of modern foreign languages must examine and evaluate our classroom practices with critical minds.
4. Scott, W.: "When Is a Language Alive?" HP, XLI (Apr. '59), 68-70. All teachers of modern foreign languages will enjoy these comments on various aims and objectives in teaching languages. Is the primary function of a language to permit people to read or to speak?

II. ARMY METHOD, ASTP, INTENSIVE METHOD, LINGUISTIC-INFORMANT METHOD (6). See also: 1-4, 11-22, 23-69, 70-71, 72-94, 95-119, 120-145, 146-164, 165-183, 186-198, 199-300, 307-313, 323-332.

5. Fenn, H. C.: "The Yale Institute of Far Eastern Languages," SchSoc, 87 (Oct. 24, '59), 428-429. The Institute of Far Eastern Languages has truly expanded its program for civilians and military personnel. The "intensive" language study programs are explained.
6. Hempel, V. and Mueller, K. A.: "Introduction to the U. S. Army Language School," MLJ, XLIII (Feb. '59), 62-65. The U. S. Army Language School has an extensive history and has gained considerable experience in intensive language training since its inception in 1941. The aims, mission, courses, and faculty are explained.
7. "Language Instruction for Air Force Personnel," HE, XVI (Sept. '59), 22-23. All teachers of modern foreign languages will be interested in this program with the wide variety of languages taught.
8. Mastronie, J. A. and Bickley, J. R.: "Intensive Method Techniques for Intermediate Courses," MLJ, XLIII (Apr. '59), 181-182. The writers of this article are convinced that the enthusiasm gained in the first-year courses can be maintained through the second year by the use of intensive method techniques adapted to the second-year reading material. Step by step procedures are suggested.
9. Oppenheimer, M., Jr.: "The One-Year Russian Course at the Army Language School," MLJ, XLIII (Feb. '59), 66-71. Little detailed factual information and material have been available on the teaching doctrine and methods employed in the Army Language School. Therefore, the material presented here of the Russian course as it was given in 1952 is representative of the methods and procedures associated with and considered to be peculiar to the ALS Russian program.
10. Oppenheimer, M., Jr.: "Russian Area and Language Studies in the U. S. Army," MLJ, XLIII (Mar. '59), 116-121. It is the purpose of this article to describe, not to evaluate, the Russian Army Area and Language program. However, the writer deems it worthwhile to anticipate and counter two possible objections which might be raised against area and language programs in general. These are explained.

III. AURAL-ORAL, CONVERSATION, PHONETICS, PRONUNCIATION (12).

See also: 1-4, 5-10, 23-69, 72-94, 95-119, 120-145, 146-164, 199-300, 307-313, 319, 322, 344-358.

11. Adams, N. A.: "Quixotic Language Learning," H, XLII (Mar. '59), 15-19. All teachers of modern foreign languages will enjoy reading this presidential address in which we are reminded that we need conversational ability and that we need to enrich our pupils as well as to instruct them.
12. Dalbor, J. B.: "The English Phonemes /Š/ and /Č/: A Hearing and Pronunciation Problem for Speakers of Spanish Learning English," LL, IX (#1 and #2, '59), 67-73. In an effort to analyze and to solve this pronunciation problem in English an investigation was conducted with a Spanish-speaking informant who was pursuing an intensive course in English. Steps taken are explained as are drills, materials, and examinations. Conclusions are drawn.
13. Delattre, P.: "Rapports entre la durée vocalique, le timbre et la structure syllabique en français," FR, XXXII (May '59), 547-552. The 5 types of variations in French vowels are explained, and examples are given.
14. Herminghaus, E. G.: "What St. Louis is Doing," E, 80 (Nov. '59), 147-150. As far as curriculum is concerned, special teachers provide instruction in conversational French and textbook French. The plan is explained.
15. Hoge, H. W.: "Visible Pronunciation," H, XLII

- (Dec. '59), 559-564. The writer has given us a definite indication of the important and occasionally indispensable services which the sound spectrograph (despite its certain limitations) may render in the study of speech in general, and in the analysis of Spanish pronunciation in particular.
16. Lehn, W. and Slager, W. R.: "A Contrastive Study of Egyptian Arabic and American English: The Segmental Phonemes," *LL*, IX (#1 and #2, '59), 25-33. This article presents, for the practitioner or the non-specialist, a contrastive study of the segmental phonemes (consonants and vowels) of Egyptian Arabic and American English. The materials for this study are named and have been supplemented by the writers' observations made in the teaching of English to Egyptian students.
 17. Liedtke, K. E. H.: "Changing Teacher-Pupil Relationship in Western Germany," *AGR*, XXV (June-July '59), 10-11. While in Germany, the writer was amazed at the eagerness of the students in his foreign language classes. The work is explained. The aural-oral method with the grammar approach has made learning more enjoyable to many children.
 18. Pike, E. V.: "A Test for Predicting Phonetic Ability," *LL*, IX (#1 and #2, '59), 35-41. This article is a report of a pilot test for the grouping of students according to their potential phonetic ability. The experiment was carried on at the English branch of the Summer Institute of Linguistics in 1956 and repeated in 1958.
 19. Shen, Y.: "Some Allophones Can Be Important," *LL*, IX (#1 and #2, '59), 7-18. In applied linguistics, a knowledge of the phonemes in both the native language and the foreign language is imperative. Phonemes in the foreign language which do not occur in the native language are not to be overlooked. Allophones provide acoustical clues to the recognition of phonemes. They do constitute an aid to a more satisfactory production of the foreign language.
 20. Sisto, D. T.: "A Look at the Sequence of Skills in Language Learning," *MLJ*, XLIII (Nov. '59), 324-327. The usual sequence of skills in language learning above the elementary grades often quoted is: (1) Aural, (2) Oral, (3) Reading, (4) Writing. The writer suggests changing this order to: (1) Aural, (2) Oral, (3) Writing, (4) Reading. Reasons for this change are explained. He further proposes a change in terminology and an addition. This would be Aural-Oral-Looking-Writing-Reading. This sequence is carefully explained.
 21. Stankiewicz, E.: "Accent and Vowel Alternations in the Substantive Declension of Modern Standard Slovenian," *SEEJ*, XVII (Summer '59), 144-159. It is the purpose of this article to provide a structural description of the morphophonemic, prosodic and vocalic alterations in terms of basic forms and morphophonemic rules; and to interpret the structural significance of the variants for the present-day system. The analysis and the lists are based on the body of forms contained in the *Slovenski Pravopis*.
 22. Valdman, A.: "Phonologic Structure and Social Factors in French: the Vowel 'un,'" *FR*, XXXIII (Dec. '59), 153-161. In this article the writer gives us a detailed phonologic analysis of the French nasal vowel system and answers two fundamental questions: (1) How many nasal vowel phonemes must be posited for French? (2) Within each individual phoneme, what latitude in articulation does the system allow the speakers?

IV. BIBLIOGRAPHY, REPORTS, STATISTICS, SURVEYS (47).

See also: 95-119, 165-183, 186-198, 199-300, 323-332, 333-343.

23. Abell, M. A.: "Foreign Language Teaching in the USSR," *MLJ*, XLIII (Feb. '59), 72-78. This is a survey of the various ways foreign languages are taught in Russia. From it we may draw, as does the writer, conclusions that will be helpful to us now when our nation is much concerned with the best way to develop the knowledge of foreign languages among our people.
24. "Bibliography Americana Germanica, 1958," *AGR*, XXV (June-July '58), 31-38. Here is the eighteenth bibliography on German-American studies published under the auspices of the Anglo-German Literary Relations Group of the Modern Language Association of America. The committee members are named.
25. Black, C. E. and Thompson, J. M.: "Graduate Education in Russian Studies," *JHE*, XXX (May '59), 246-254. This article is an abbreviated version of a report prepared for the *Review of Russian Studies*. It is based on visits to 17 universities with graduate programs in Russian studies, and on detailed questionnaires sent to universities, to students, and to alumni.
26. Bowen, J. D.: "The Modern Language Association College Language Manual Project," *PMLA*, LXXIV (Sept. '59, Part #2), 20-26. This Project, a textbook for college students of beginning Spanish, has come a great distance since its inception in May 1956. The writer reports its present status and describes the pedagogical philosophy basic to its design. The working committee of six has profited from the valuable help and guidance of the parent Advisory Committee and from numerous special consultants.
27. Brown, P. A., et al.: "Annual Bibliography for 1958," *PMLA*, LXXIV (May '59), 67-336. This Bibliography will be of great help to teachers of all languages. References on the various languages and literatures are grouped according to languages, and are listed alphabetically by language. Dr. Brown was assisted by those whose names appear at the head of the various sections.
28. Burgess, J. B.: "A Progress Report on Typical Elementary School Projects in Science, Mathematics, and Foreign Language Approved under Title III of the National Defense Education Act," *CJEE*, XXVIII (Aug. '59), 5-13. It is the purpose of this report to provide a brief description of a selected group of projects designed to improve instruction in the areas mentioned above. We are particularly interested in the "Foreign Language Projects" section.
29. Bush, R. N.: "Dr. Conant and the American High School—An Editorial," *CJSE*, 34 (Feb. '59), 65-67. Editor Bush reviews Dr. Conant's suggestions for the American High School.
30. Byrnes, R. F. and Thompson, J. M.: "Undergraduate Study of Russia and the Non-Western World," *LE*, XLV (May '59), 268-283. This pilot study proves that our college students are not taught enough about non-Western cultures or their languages. This full report will be published in a volume entitled *The Study of Russia in American Education*, Indiana University Press, in late 1959.
31. Carson, G. B., Jr.: "Summary of Conference on Russian Studies in American Secondary Education," *NASSPB*, 43 (Mar. '59), 193-198. The writer summarizes the various papers read at this Conference on Russian Studies in American Secondary Education held in Washington, D. C., October 1958. Recommendations and procedures are suggested.
32. Conant, J. B.: "The Conant Recommendations," *NEAJ*, 48 (Mar. '59), 53-54. This article reviews the recommendations, including those for foreign languages, in Dr. Conant's report on the American high school of today.
33. Conant, J. B.: "Modern Foreign Languages in the High School Curriculum: Excerpts for the Record," *PMLA*, LXXIV (May '59), 52-53. As Dr. Conant explains, there is one area of the curriculum where much needs to be done, the area of modern foreign

- languages. He carefully explains a distressing situation in regard to foreign languages, and he gives recommendations.
34. Corey, S. M.: "The Conant Report on the American High School," *EF*, XXIV (Nov. '59), 7-9. The writer of this article identifies some of the general principles which seem to him to be implied in Dr. Conant's report on "The American High School Today."
 35. Derthick, L. G.: "Box Score on the National Defense Education Act," *NEAJ*, 48 (Sept. '59), 37-38. This report reflects the NDEA status at the end of the government's fiscal year. One of the highlights is the section explaining what has been done in the field of foreign languages.
 36. Doyle, H. G.: "Jeremiah Denis Mattias Ford," *MLJ*, XLIII (Feb. '59), 59-61. Dean Doyle has written an excellent tribute to a great teacher and master, Professor J. D. M. Ford, Smith Professor of the French and Spanish Languages, Emeritus, at Harvard University. Professor Ford's death "deprives American humanistic studies of one of its finest scholars and teachers."
 37. "Dr. Conant Recommends," *CTAJ*, 55 (Feb. '59), 5. See article #32.
 38. Eales, J. R.: "High School Graduates and Their Study of Foreign Languages," *CS*, XXX (Mar. '59), 127-130. The six tables submitted give the number and the percent of graduates who had taken various amounts of one or more foreign languages in California high schools.
 39. Finch, R. and Laurits, J.: "Notes on a Pilot Laboratory," *CJSE*, 34 (Jan. '59), 61-64. This is a report of the second year of operating a "tape laboratory" at Cuberley High School, Palo Alto, California. In 1957 four beginning classes in Spanish donned headphones for the first time.
 40. French, W.: "The Conant Report in Retrospect," *NASSPB*, 43 (Sept. '59), 15-27. This article is an adaptation of a paper the writer presented at the Third Annual Work-Conference of the U. S. Office of Education, April 1959.
 41. "Inside the American High School," *T*, 25 (Feb. '59), 10-13. This article is a part of Dr. Conant's report on the "American High School Today."
 42. Johnson, W.: "American Scandinavian Bibliography for 1958," *SS*, 31 (May '59), 73-93. This bibliography is an annotated list of articles, books, and reviews dealing with the Scandinavian languages and literatures appearing in the United States and Canada during 1958; works on Scandinavian subjects Americans have published abroad and American translations from the Scandinavian. Bibliographers' names appear at the beginning of the article.
 43. Johnston, M. C.: "Foreign Languages in the U. S.: Past—Present—Future," *IEPB*, 50 (Dec. '59), 4-8. Dr. Johnston gives us a rapid overview of foreign language instruction, past, present, and future, which brings us the realization that far-reaching changes are taking place as a result of our national need for communication with people all over the world.
 44. Kettelkamp, G. C.: "Foreign Language Teacher Needs and Placement in Illinois," *IEPB*, 50 (Dec. '59), 31-33. Dr. Kettlekamp gives data, including a chart, to show the percent of increase in number of calls for foreign language teachers recorded by the University of Illinois Office of Teacher Placement during the school years 1958-1959. The demand for qualified modern language teachers has never been greater.
 45. Lewis, P.: "Standards for Foreign Language Equipment," *IEPB* 50 (Dec. '59), 38-42. Some guidelines, in an attempt to report on standards for FL equipment, are apparent and can serve to prevent the acquisition of inappropriate equipment or the installation of facilities that are not adapted to curricular demands now or for the future.
 46. Luciani, V.: "Bibliography of Italian Studies in America," *I*, XXXVI (Mar. '59), 60-65; (June '59), 137-141; (Sept. '59), 225-229; (Dec. '59), 291-295. Recent books, several articles (Oct.-Dec. '58); (Jan.-Mar. '59); (Apr.-June '59); (July-Sept. '59) and addenda are briefed. Reviews are listed.
 47. Mahar, M. H. and Fisher, G. B.: "School Library Materials in Science, Mathematics, Modern Languages, Guidance, and How to Use Them," *SLOE*, 41 (Jan.-Feb. '59), 20-22. To strengthen programs in the four subject areas named in the title of this article, we are given an excellent selective bibliography of articles and pamphlets. Of great interest to teachers of modern foreign languages is the section entitled "Modern Foreign Languages."
 48. Mehling, R.: "Public Opinion and the Teaching of Foreign Languages," *MLJ*, XLIII (Nov. '59), 328-331. This is a report which evaluates the results of a public opinion survey in a midwestern city, Bloomington, Indiana. Today the public gives the teaching of modern foreign languages in the public schools high priority in the curriculum.
 49. "Modern Foreign Languages in the Comprehensive Secondary School," *NASSPB*, 43 (Sept. '59), 1-14. This report of recommendations on modern foreign languages is the second part of six-year sequence in curriculum study of the National Association of Secondary-School Principals. Within this six-year period, it is planned to portray the components of a balanced secondary-school curriculum. The report now appears in completed form.
 50. "Modern Foreign Languages in the Comprehensive Secondary School," *PMLA*, LXXIV (Sept. '59, Part #2), 27-33. This article is reprinted from *The National Association of Secondary School Principals Bulletin*, 43 (Sept. '59), 1-14. See article #49.
 51. "'No Radical Alteration Needed' Concludes Conant Report," *MEJ*, XXXVI (Mar. 1, '59), 330 et seq. Dr. Conant urges an election of stiffer programs in languages and mathematics—four years of one foreign language.
 52. "Opinion Poll: Teaching Foreign Languages," *NS*, 63 (May '59), 80. The majority of superintendents queried are in favor of the optional teaching of a second language in the elementary grades; only 33% favor it as a high school requirement.
 53. Parker, F.: "Report of the National Information Center on the Status of Russian in Secondary Schools," *SEEJ*, XVII (Spring '59), 55-61. This report was compiled from results of county, city and state questionnaires, letters, publicity, and meetings of boards of education. Tables give names of states where Russian is taught and not taught in public and private schools. This is a preliminary tabulation, Sept.-Dec. 1958.
 54. Parker, F.: "The Present Status of Russian in Public, Private, and Parochial Schools of the United States," *SEEJ*, XVII (Fall '59), 272-279. This report follows previous ones made by the National Information Center at Brooklyn College. Tabulations are from Sept. 1958-May 1959.
 55. "Periodicals at Large," *BA*, 33 (Winter '59), 113-126; (Spring '59), 243-256; (Summer '59), 371-384; (Autumn '59), 488-500. All teachers of modern foreign languages will be deeply interested in the excellent bibliographies offered us in these sections.
 56. Pfeffer, J. A.: "Modern Language Statesmen," *MLJ*, XLIII (Dec. '59), 365-372. The records of outstanding modern language statesmen to receive a National Foreign Language Achievement Award are sketched for us.
 57. Pillet, R. A.: "Selected References on Elementary-School Instruction," *ESJ*, 60 (Nov. '59), 98-104. The writer has given this excellent list of references which includes an up-to-date, comprehensive picture of foreign-language programs in the elementary school.

- All teachers of modern foreign languages will find many very helpful sources of material in this "Selected References on Foreign Languages" section.
58. "Program in Oriental Languages," ACLSN, X (May '59), 3-6. This article is based on a report on the Program in Oriental Languages, prepared for the ACLS Board of Directors by Professor J. M. Cowan. The purpose of the Program has been to develop linguistic competence in oriental languages, and to prepare and publish language tools in as many languages as possible.
 59. "Review of Russian Studies," NASSPB, 43 (Mar. '59) 117-119. This is an account of the 1957-59 survey and review in the field of Russian studies in the United States.
 60. Rothfuss, H. E.: "German Plays in American Colleges: 1955-58," MDU, LI (Dec. '59), 351-354. This is a survey made on the German plays which are put on in American colleges. Tables are given of schools reporting plays in the German language.
 61. "Russian in the High School," NASSPB, 43 (Mar. '59), 199-210. Compiled from responses to two surveys, we are given a list of schools where Russian is taught in the secondary schools in 32 states and the District of Columbia.
 62. Sánchez, J.: "Twenty Years of Modern Language Laboratory (An Annotated Bibliography)," MLJ, XLIII (May '59), 228-232. This is a list of articles, arranged alphabetically by authors, dealing with the use of language laboratories.
 63. Skelton, R. B.: "Factors Governing Retention in College," MLJ, XLIII (Mar. '59), 143-146. Prognoses of college success usually depend on standardized test scores, high school class standing, or a combination of the two. This article indicates two other considerations in this problem: sex and previous foreign
 - language study. Interesting tables accompany the considerations.
 64. "State Commissioner Quizzed on the Conant Report," NS, 64 (Oct. '59), 65-66. Reporter P. Taub, on *Knickerbocker News* of Albany, N. Y., interviewed New York State's Commissioner of Education, J. E. Allen, Jr., on the Conant Report. Some questions and answers follow. We are deeply interested in those on foreign language teaching.
 65. Van Eenenaam, E.: "Annotated Bibliography of Modern Language Methodology for 1957," MLJ, XLIII (Jan. '59), 34-49. The 291 items of the article are divided into twenty-one topical classifications. The 1957 periodicals, with the number of items from each one, are listed with code letters used in the list. At the end an authors' index is given.
 66. Weir, R. H.: "New Directions for Teaching Foreign Languages in High School," CJSE, 34 (Jan. '59), 58-60. This article is a summary which highlights some of the major conclusions and points of view expressed at Stanford University by a panel and participants of the conference.
 67. Jacobson, H. B.: "The Present Status of Russian Language Teaching," MLJ, XLIII (May, '59), 237-242. The writer made a survey of the study of Russian in secondary schools. A summary of replies received is given.
 68. Yakobson, H. B.: "Russian Language Teaching in American Secondary Schools," SchSoc, 87 (Mar. 14, '59), 108-111. See article #67.
 69. Yakobson, H. B. and Apanasewicz, N.: "Selected Bibliography of Teaching Materials for Russian," NASSPB, 43 (Mar. '59), 211-215. This bibliography includes recordings, textbooks, films, folk songs, reference books and manuals, Russian language on TV, and miscellaneous items of interest to teachers of Russian.

V. CORE CURRICULUM, CORRELATION, GENERAL EDUCATION, INTEGRATION (2). See also: 1-4, 23-69, 72-94, 95-119, 184-185, 199-300, 307-313.

70. Burk, E. K.: "An Integrated Unit for the Middle Grade: Mexico Is Focal Point for Varied Learning," ChSJ, XXXX, (Feb. '59), 232-236. This well planned unit, integrating many different areas of learning, taught the children that the maintenance of good neighborly relations is the best means of promoting peace and good will.
71. Guerra, M. H.: "The Villain of Articulation Rears

His Head," CJSE, 34 (Jan. '59), 42-45. The writer is concerned with various problems in the teaching of foreign languages. Here he is chiefly concerned with general and specific problems of articulation. He therefore makes a number of suggestions to stimulate foreign language teachers to reflect and to discuss the subject.

- #### VI. CURRICULUM PLANNING, ADMINISTRATION (23). See also: 1-4, 5-10, 11-22, 23-69, 70-71, 95-119, 146-164, 165-183, 184-185, 186-198, 199, 300, 307-313, 323-332.
72. Bish, C. E.: "Help the Academically Talented," MEJ, XXXVI (Jan. 1, '59), 5-9. Changes are focused upon the improvement of the quality of the educational program from the kindergarten through grade twelve. Their curriculum is enriched by an increasing emphasis on language study often begun at the third-grade level.
 73. Buehring, L. E.: "Principals Study and Demonstrate Ways to Obtain Quality in Education," NS, 63 (Mar. '59), 74-78. At a recent meeting principals dissected a tentative "position paper" on the functional teaching of modern foreign languages as opposed to textbook learning. The tentative position maintains three proposals discussed for us.
 74. Evans, N. D.: "Planning for a Foreign-Language Program," ESJ, 60 (Oct. '59), 32-36. The writer discusses many phases of a foreign-language program such as (1) In what grade should instruction in a second language begin? (2) Who should study foreign languages in the elementary school?
 75. Flynn, H.: "Curriculum Problems: Impinging Pressure," TCR, 60 (Feb. '59), 240-242. Do our present language offerings represent an introduction to the kind of language background future citizens of a world society will need?
 76. Forbes, E. F. and Patterson, W. G.: "Will One-Year Language Courses in High School Meet College Entrance Requirements?" NASSPB, 43 (Dec. '59), 155-159. To find the answer to the above question, three questions were presented to thirty-four colleges and universities covering a wide range of academic training. This is explained, and the question above is answered.
 77. "Foreign Languages and the Academically Talented Pupil at the Secondary School Level," CJSE, 34 (Jan. '59), 53-57. This article reprinted by permission is the report of the FL section as reported in *FL Bulletin* (Feb. '58), #58.
 78. Harrison, M.: "La Puente Challenges the Superior Student," CJSE, 34 (Feb. '59), 68-71. All teachers of

- Spanish will be deeply interested in the intensive oral and written work done in the La Puente foreign language classes.
79. Heffernan, H.: "Organization and Curriculum in Seventh and Eighth Grades of California Elementary School Districts," *CJEE*, XXVIII (Aug. '59), 14-28. The districts report a wide variety of special subjects and electives offered on an exploratory basis. In the FL group French, German, Italian, Latin and Spanish are offered.
80. Herrick, T. T.: "Curriculum Problems: Some Basic Issues," *TCR*, 60 (Feb. '59), 242-244. Problems concerning the teaching of foreign languages are discussed in various sections of this article.
81. Huebener, T.: "Army Children Learn German," *AGR*, XXV (Aug.-Sept. '59), 15. This enrichment program for intellectually gifted grade school children in New York includes German as well as French and Spanish. The teachers are four Army wives of German birth.
82. Justman, J.: "The Future of Our High Schools," *EF*, XXIV (Nov. '59), 11-19. Here are two proposals lately publicized, and suggested lines of reasoning by which they may be assessed. These are offered since Dr. Conant's Report was published.
83. Klein, J. J.: "German in Harrisburg Junior High," *IEPB*, 50 (Dec. '59), 11-13. German was offered on an exploratory basis to selected gifted students. The teacher was free to use any method she chose. The results are gratifying.
84. Klemm, F. A.: "The Guidance Counsellor and Foreign Languages," *MLJ*, XLIII (Oct. '59), 268-271. It behooves us language teachers to assimilate the many findings on the teaching of modern foreign languages and to report them to the guidance counsellors. The suggestions that follow may be used as a basis for the counsellor's orientation.
85. Levin, N. B.: "Teaching Russian to the Gifted Child in the Junior High School," *SEEJ*, XVII (Fall '59), 268-271. This article discusses techniques used in the teaching of Russian to an accelerated group of Junior high school students in Grand Forks, North Dakota. Methods, materials, approaches, problems are explained. Conclusions are drawn.
86. Moore, R. S.: "On Languages: Are We Battling for Defeat?" *SchSoc*, 87 (Dec. 19, '59), 512-513. Is there a better way to gauge language competence than by years of study in this day of advanced methods and equipment? Several factors to be recognized by our administrators and laymen are stated.
87. Nock, F. J.: "Foreign Languages as Graduate Study Requirement," *MLJ*, XLIII (Mar. '59), 129-133. This article deals with a reading knowledge of one or more foreign languages as a requirement for the degree of Doctor of Philosophy. The writer attempts: (1) to give a picture of the situation, (2) to make suggestions for change and improvement.
88. Preger, H. O.: "The Colfax Plan," *E*, 80 (Nov. '59), 139-142. For many years provisions for mentally gifted children have been made at Colfax School in Pittsburgh, Pennsylvania. Conversational German is started in the first grade. The plan is explained.
89. Roediger, R.: "Opportunity for the Gifted," *OS*, XXXVII (May '59), 8-9. Cleveland's program serves the academically talented at both the elementary and the secondary levels. Special subject programs include various foreign language programs.
90. Sowards, G. W.: "Organization of the Curriculum," *RER*, XXIX (Apr. '59), 146-154. This article reviews the research of the last few years regarding the selection and the organization of the experiences which the school provides to children. Of special interest to us in the section entitled "Foreign Languages."
91. Stanley, J. C.: "Enriching High-School Subjects for Intellectually Gifted Students," *SchSoc*, 87 (Apr. 11, '59), 170-171. We can get considerable help from the book, "Advanced Placement Program," which illustrates types of content and mental processes suitable for superior high-school students in 12 subjects. Naturally modern foreign languages are included in the group.
92. Watters, W. A.: "An Academic Inventory of High Ability Students," *ChSJ*, XLI (Oct. '59, Part #1), 7-10. This academic inventory was compiled at Hyde Park High School, Chicago. All teachers of modern foreign languages will be interested in the report of the group who took foreign languages.
93. Wittich, W. A.: "Audio-Visual Media Point the Way to Better Learning," *NS*, 63 (Feb. '59), 68-69. For the true meaning of the National Defense Education Act one must consider the Titles which apply directly to classroom instruction. We are given a set of criteria by which school educators will recognize requirements of an effective A-V program.
94. Wolfe, W. J.: "Foreign Language Entrance and Degree Requirements for the B.S. Degree," *PMLA*, LXXIV (Sept. '59, Part #2), 34-44. This survey was conducted for the FL Program. The statistics given provide a similar picture of language requirements (as did an earlier one for the B.A. degree) across the nation for the Bachelor of Science degree.

VII. ELEMENTARY SCHOOL (25). See also: 1-4, 5-10, 11-22, 23-69, 72-94, 120-145, 146-164, 165-183, 184-185, 199-300, 301-306, 307-313.

95. Bowden, M. G.: "Russian Institute for Sixth Graders" *SE*, 78 (July '59), 30-31. This is an interesting account of the Casis Elementary School's (Austin, Texas) novel response to the challenge of inadequate textbooks on Russia. The 6-weeks Institute is explained.
96. Calandra, A. and McClain, C. J.: "Experiment in the Teaching of Russian in the Elementary School," *MLJ*, XLIII (Apr. '59), 183-184. The writers of this article found no difficulty in encouraging the teachers in a rural school system (Reorganized R-7 in Jefferson County, Mo.) to teach Russian to all the 250 students from grades 3 through 8. Results are promising. Procedures used in class are described.
97. Doré, R.: "Foreign Language Opens New Horizons," *CTAJ*, 55 (Jan. '59), 18, et seq. In Monterey the FLES program starts Spanish early. FLES is a definite part of the regular curriculum; it is a community affair as well. The elementary program is oral-aural. Ground work is laid for a program which will make foreign language available to students from lower elementary grades through junior college. Articulation is a prime objective. The results are most gratifying.
98. Dunkel, H. B. and Pillet, R. A.: "A Third Year of French in Elementary School," *ESJ*, 59 (Feb. '59), 264-266. Two previous reports have given information concerning the French and German programs in the University of Chicago Elementary School. This article presents in a summary fashion the writers' present tentative answers to a few major questions of general interest.
99. Dunson, A. A.: "Notes on the German Influence on Education in Early Missouri," *AGR*, XXV (June-July '59), 17-19. Modern foreign languages were taught to the children as a tool for study and communication. The Germans recognized that languages were of vital importance to their children.
100. "Editorial-French Taught Early," *VJE*, LIII (Nov. '59), 8. A Fulbright exchange teacher who teaches French to 700 Richmond City School children demonstrated how effectively they learned French in a very short time. The oral method was used.
101. "Elementary Schools and the National Defense Edu-

- cation Act," NEP, XXXVIII (Feb. '59), 3. This article explains various programs to be aided by funds from the National Defense Education Act.
102. Feigenbaum, H.: "Teaching Russian in Junior High School," HP, XLI (Apr. '59), 65-67. The writer explains the Berrian Junior High School Russian program. The results are gratifying.
 103. Gathercole, P. M.: "Foreign Language Growing in Elementary Schools," VJE, LIII (Nov. '59), 13-14. A program has been set up whereby students at Roanoke College teach French in seven elementary schools. The program has won enthusiastic approval, and the results are gratifying.
 104. Gwin, J.: "Introduction of Foreign Language at the Elementary Level in the Laboratory School, Indiana State Teachers College," TCJ, XXXI (Nov. '59), 26, et seq. This is an account of an elementary school Spanish program in the Laboratory School. The aural-oral method is used. The activities are described, and a partial evaluation of the program is given.
 105. Hartwig, H. A.: "Foreign Language in the Elementary School," IEPB, 50 (Dec. '59), 9-11. The writer explains the Carbondale FLES program which he started on a voluntary basis (as well as on the part of 57 elementary school pupils) some time before Dr. E. J. McGrath's electrifying speech in May 1952. The approach used in the project is aural-oral. The results are gratifying.
 106. Hicks, G. L.: "Teaching Foreign Language to Children: Observations and Suggestions," MLJ, XLIII (Jan. '59), 29-31. After nine months of teaching French to children in the Muncie, Indiana Public Schools and of supervising the work of a few teaching students, our writer offers the following helpful comments. These are not conclusive. They represent examples of problems all would welcome before starting a similar program.
 107. Loucks, R. E.: "Teaching Spanish through Games in the Elementary Schools: An Experimental Study," H, XLII (May '59), 246-247. The writer has made a study to show that Spanish, or any foreign language, can be taught more effectively through carefully selected games; that the retention of material presented by the game approach was equal to the amount of retention where the dialog approach was used. Procedures and findings are summarized.
 108. May, G. H.: "Teaching Foreign Languages in England," SchSoc, 87 (Mar. 14, '59), 107-108. It is the usual practice to begin the teaching of a foreign language at the beginning of every pupil's (age 12) grammar-school career. In private fee-paying preparatory schools the pupils start learning a foreign language at an earlier age. The procedure and problems concerning the teaching of foreign languages in grammar schools in England is explained.
 109. McKenney, J. W.: "Tongues Taught at Elementary Level in State," CTAJ, 55 (Jan. '59), 18-19. The writer reviews the many very successful FLES programs in the state of California. The results of the many programs are most gratifying.
 110. Memming, A. K.: "Reading's German FLES Program," AGR, XXVI (Oct.-Nov. '59), 14-15. Children are selected on the basis of their high IQ in the third and fourth grades in twenty-four schools in the Reading School District. The method used is the aural-oral. Extensive use is made of visual aids. Junior and senior high school programs are being planned.
 111. Mulhauser, R.: "Flexselsior," MLJ, XLIII (Jan. '59), 19-20. FLES is no longer an experiment but a program of great merit promoting the best aims of American education. The development of the FLES program is truly a four point program designed to meet plaguing problems and "to envisage the logical handling of other problems implicit in the energetic concrete FLES program now in operation." This is carefully explained.
 112. Osborn, C.: "Another Look at FLES," OS, XXXVII (May, '59), 12-13. The writer feels we must not lose sight of the "general education" aspect of our objectives. We want all Americans to have the opportunity to learn a foreign language. Many students will do well in a foreign language if they begin it in the elementary school.
 113. Ramos, M.: "Se Habla Español," SE, 78 (June '59), 58-59. Spanish culture is studied and the language is taught at the Bardin Elementary School in grades 4-5-6 to all pupils in Salinas, California. Emphasis always has been on speaking and understanding Spanish. The program is most successful.
 114. Raymond, J.: "FLES Developments in Northern California," H, XLII (Mar. '59), 103-105. The many FLES projects in the San José-Palo Alto area are very numerous and most extensive. These are explained.
 115. Steisel, M.-G.: "More FLES for Less," FR, XXXII (Feb. '59), 357-361. To our writer it seems imperative that we find a practical way to produce immediately many grade school teachers capable of infusing newly acquired knowledge into the greatest number of pupils without their having to devote years to formal language instruction.
 116. Stevick, E. W.: "'Technemes' and the Rhythm of Class Activity," LL, IX (#3 and #4, '59), 45-51. One principle of language teaching is presented in this article which was read at the EFL Section of the University of Kentucky Foreign Language Conference, April 1959.
 117. Stockton, J. C.: "A Flashcard Experiment for Teaching Spanish in the Fifth Grade," H, XLII (Dec. '59), 590-594. All teachers of Spanish will want to read this excellent article which describes a situation that was created experimentally in an attempt to show that in a fifth grade class the children will achieve an ability to recall a Spanish word more easily if the oral pronunciation is presented along with a flashcard showing the printed Spanish word.
 118. Sublett, H. L., Jr.: "Language Program at Anthony Seeger Campus School of Madison College," VJE, LIII (Nov. '59), 14-15. The above-named college now includes French as an integral part of the curricula in the third and fourth grades. The approach to instruction is oral.
 119. "Suffolk Schools Plan Teaching of Foreign Languages to Graders," VJE, LIII (Nov. '59), 15. Superintendent W. R. Savage states that definite plans will be made for this instruction in the future for he believes languages courses enrich the curriculum.
- VIII. FILMS, RADIO, RECORDINGS, TELEVISION, AUDIO-VISUAL AIDS (26). See also: 1-4, 5-10, 11-22, 23-69, 72-94, 95-119, 165-183, 184-185, 199-300, 307-313, 333-343.**
120. "A Tape Recorder in Every Classroom," TO, 43 (Aug. '59), 35-36. Years of experience in the classroom have made the tape recorder one of the most effective audio-visual tools at the teacher's disposal. Its many uses in foreign language instruction are explained.
 121. Borglum, G. and McPherson, J. J.: "The Visual in Audio-Visual Language Teaching," FR, XXXIII (Oct. '59), 53-58. The language teacher can use audio-visual materials to make possible language learning through the reality of one's environment. Stress on the visual in audio-visual language teaching brings about greater language learning achievement. This is language learning "in the new key," meaning new objectives, new means, and new achievement.
 122. Bourgeois, J. E.: "German on Television in Cincin-

- nati," GQ, XXXII (Jan. '59), 43-48. This is an account of the writer's 13-week non-credit German series, entitled "Lernen wir Deutsch," over the facilities of WLW-TV. Results are gratifying.
123. Buck, G. C.: "German by TV," MLJ, XLIII (Dec. '59), 391-392. The writer describes his "Spoken German" course on TV in 1955. In 1958 he repeated the course with one significant change. This is explained.
 124. Driscoll, J.: "Il Cinema Nella Classe," I, XXXVI (Sept. '59), 222-224. All teachers of Italian will be deeply interested in the many suggestions for the use of the visual image in the re-inforcement of learning in the field of Italian.
 125. Erickson, C. G.: "Modern Language Instruction Via Television in Chicago," IEPB, 50 (Dec. '59), 34-37. In the spring of 1959 the Chicago City Junior College as part of its TV College offering on WTTW, the community educational television, offered a three semester hour credit course in Elementary Russian and a not-for-credit 30 lesson series entitled "Speak Spanish." These are explained.
 126. Hammond, R. M.: "Fernandel and Raimu as Informants," MLJ, XLIII (Feb. '59), 85-86. To use a scenario or screenplay as a text in a foreign language course in conjunction with the film made from it and with the recorded sound track of the film was tried at the University of Arizona in a recent Summer Session. It fared so well that it was used in the regular classes in second year French.
 127. Harsky, J. E.: "A Practical Approach to High School Russian," SEEJ, XVII (Summer '59), 171-176. The writer shares his experience in teaching more than 1000 students in 69 high schools for 30 minutes daily over WQED-TV, Pittsburgh Educational Channel 13, serving 7 counties. Content of lessons and methods used are explained.
 128. Huebener, T.: "Have You Tried A.V. in Foreign Languages?" HP, XLI (Apr. '59), 71-73. Audio-visual instruction can add much to the enrichment and effectiveness of the teaching of foreign languages. Dr. Huebener explains the very successful audio-visual program at the John Adams High School.
 129. Huebener, T.: "Audio-Visual Aids in the High School," MLJ, XLIII (Oct. '59), 266-267. Many years of experience in teaching languages suggest that even the best mechanical device can only be an aid. A wide variety of audio-visual aids are enumerated. They must be employed with some basic principles in mind. These are explained for they serve various purposes.
 130. Lindstrom, T. S.: "Elementary Russian on Television," MLJ, XLIII (Dec. '59), 389-390. In September 1958, the writer introduced elementary Russian over the TV Station WEWS as one of the Western Reserve University Telecourses. This new course is explained.
 131. Lloyd, D.: "The NDEA Grant to the Modern Language Audio-Visual Project," BSFLB, V (Oct. '59), 4-7. This article explains one of the first grants under Title VII of the National Defense Education Act awarded to the Modern Language Audio-Visual Research Project for the revision, completion and evaluation of the Project's French Pilot Program at Wayne State University.
 132. Matluk, J. H.: "Audio Aids and the Teacher," H, XLII (Dec. '59), 555-559. Two questions are posed: 1) exactly how important is pronunciation, with respect to other language skills? 2) just how good can we expect the teachers' pronunciation to be? The writer gives serious thought to these in an attempt to answer them.
 133. Morrison, R. R.: "Zarzuelas on Records," H, XLII (Mar. '59), 81-83. Our writer offers detailed remarks about recent recordings of *zarzuelas* which deserve more notice than we often give them.
 134. "MSU's Classroom 10," XXXVI (May 1, '59), 446, et seq. "Classroom 10," the in-school television project of MSU's WMSB and the Lansing schools, telecasts "Spanish for Sixth Grade" each Tuesday and Thursday afternoon. This is explained. Information about customs and cultures of Latin America is integrated with language instruction.
 135. "News in Education," ChSJ, XLI (Dec. '59), 138-139. This airborne instructional television experiment was announced recently to help lift quality and efficiency of education in a six-state region. Participation is on a voluntary basis. "It will seek to . . . give excellent instruction in foreign languages. . . ."
 136. Nostrand, H. L.: "French by TV," MLJ, XLIII (Dec. '59), 387-388. The writer describes his "College French" course that he taught from October to March, 1957-58. *Images de France* by Dr. George Borglum and associates, and a reading text were used. Another program "French for the Family" is explained. These programs are offered over Station KCTS-TV, Channel 9, University of Washington.
 137. Oudot, S. A.: "Parlons Français on Television," BSFLB, V (Oct. '59), 2-4. All teachers of French will be interested in these programs of French for elementary schools given over WGBH-TV, Channel 2. The programs are explained.
 138. Reichert, H. W.: "Conventional Textbooks in the Foreign-Language Telecourse," GQ, XXXII (Jan. '59), 34-42. The concern of this article is whether the conventional elementary foreign-language textbook with its grammar-reading-conversation approach can be used efficiently in the language telecourse. The writer explains his two telecourses in elementary German over WUNC-TV.
 139. Sánchez, J.: "Audio-Visual Aids," MLJ, XLIII (Nov. '59), 341-347. Films, special films, filmstrips, records, slides, and tapes are named and explained. These are listed in sections and are arranged alphabetically by countries. Addresses of distributors of audio-visual aids are given.
 140. Sánchez, J.: "Audio-Visual Aids," MLJ, XLIII (Dec. '59), 396-404. Films, special films, filmstrips, records, slides, and tapes are named and explained. These are listed in sections and are arranged alphabetically by countries. A "Listing of Distributors and Depositors of Audio-Visual Materials" is given at the end of the article.
 141. Siciliano, E. A.: "An Experiment in Listening Comprehension," MLJ, XLIII (May '59), 226-227. Two French classes (A and B) took part in this experiment conducted by the writer. Class A was a residual group, Class B a superior group. The method is described; results are given; conclusions are drawn.
 142. Stoker, I. J.: "A Visual Approach to the Study and Appreciation of Plays," CMLR, XVI (Fall '59), 9-11. By means of filmstrips we can bring back the reality of the theatre at any time and illustrate the highlights of any play—the gesture of face and body, costume and setting. It must be regarded as an intrinsic part of the course.
 143. Terrisse, A.: "Broadcasting Services and Education," FAE, XI (1959, #1), 5-30. Obstacles standing in the way of education through the radio are many. These are classified, and an analysis of them is given. Following this the writer describes an original method used in Africa for the teaching of elementary French, and for the simplest type of mass education.
 144. Van Syoc, B.: "Teacher Training with Closed-Circuit Television," LL (#3 and #4, '59), 13-16. Our writer explains the careful planning and preparation for the closed-circuit facility, the new system, which went into operation during the summer session of 1959 in the English Language Institute at the University of Michigan.
 145. Wilkins, G. W., Jr.: "Spanish by TV," MLJ, XLIII

(Dec. '59), 393-395. In the fall semester of the 1958-59 school year the writer started teaching Spanish on the local ETV station in New Orleans. The program

was sponsored jointly by Tulane University and WYES-TV, aided by Ford Foundation funds. The program is explained.

IX. GENERAL LANGUAGE, AUXILIARY LANGUAGE (NONE). See also: 1-4, 23-69, 72-94, 95-119, 199-300, 323-332.

X. GRAMMAR, COMPOSITION, SYNTAX (19). See also: 11-22, 95-119, 184-185, 199-300, 307-313, 344-358.

146. Beberfall, L.: "The Verb and the Beginning Student of Spanish," *MLJ*, XLIII (Jan. '59), 26-28. To beginning students of Spanish the verb forms present a formidable obstacle in Spanish. Helpful material is given to guide the students in their learning the various verb forms. Only the present tense and the infinitives are here considered.
147. Beberfall, L.: "The 'Indispensable' Accent Mark in the Spanish Language," *MLJ*, XLIII (Oct. '59), 289-294. It is the purpose of this article to inquire into the traditional way of writing *dio*, *via* and similarly composed third person singular constructions like *crio*, *rio*, *fio* and *lio*; *fui*, *fue*, *hui*, *guion*, words which show an internal *ui*, of which *huida* and *construido* are typical; and words which embody the *eu* sequence as, *reune* and *reuna*.
148. Boyles, S. M.: "Another Look at French Grammar Teaching," *CMLR*, XVI (Fall '59), 13-16. Grammer should be well taught; but it should be presented as an integral part of the larger picture which includes the understanding, speaking, reading and writing of the language. We must make an attempt to teach grammar in its true context, just as it functions in the idiom of a major world civilization.
149. Carman, J. N.: "The Imperfect in Elementary Textbooks of Romance Languages," *MLJ*, XLII (Dec. '59), 373-377. Many of our elementary books for language study show that their authors have devoted careful thought to the use of the imperfect. Some statements of it may be more easily understood than others; many have features that others might imitate. In this article many statements are analyzed in order to bring out imperfections and values of each version.
150. Gardiner, S. C.: "Jest' As an Affirmative Particle in Russian," *SEER*, XXXVII (June '59), 453-458. The writer comments on Professors A. Stender-Petersen and M. Vasmer's views on the Russian word *jest'*.
151. Gorr, A. C.: "Adjectival Endings after Alle, Beide, Mancher, Samtliche, Solcher and Welcher," *GQ*, XXXII (Mar. '59), 143-146. There has been much controversy as to what endings (weak or strong) should be used following the above-named words. The weak form of adjectives following the inflected forms of the words in question are prevalent today.
152. Hall, R. A., Jr.: "Moot Points in Italian Grammar," I, XXXVI (Mar. '59), 56-59. It is the purpose of this article to present up-to-date statistics based on a sampling of current material and to suggest a reformulation of grammatical statements to bring them more in line with the facts of present-day usage, since usage has been changing rapidly in standard Italian during the past fifteen to twenty years.
153. Hill, L. A.: "Noun-Classes and the Practical Teacher," *LL*, IX (#3 and #4, '59), 23-32. Our writer explains the 9 classes into which he divides nouns. This is done on the basis of the positions they fill in sentence-patterns. He suggests the order of presentation of noun-classes and of the guides to be used at each step in the presentation.
154. Malkiel, Y.: "Toward a Reconsideration of the Old Spanish Imperfect in *-ia~ie*," *HR*, XXVII (Oct. '59), 435-481. The main purpose of this article is not to marshal the full evidence needed to solve the problem at issue and its ramifications; but to sift earlier analyses in great detail, to identify the nucleus of the problem, to suggest the most rewarding avenues of approach; and finally to sketch the background against which the Old Spanish paradigm may lose some of its anomaly.
155. Meiden, W.: "The Function of the Written Exercise in the Language Class Hour," *MLJ*, XLIII (Apr. '59), 178-180. Our writer deems it well to examine the traditional ways of handling exercises in class and to try to evaluate their contribution to language learning. Comments made will apply to any modern foreign language.
156. Miller, G. H.: "What Did Pepe Ask His Mother When She Came in?" *H*, XLII (Mar. '59), 79. Do beginning and review grammars provide adequate drill on indirect discourse? Our students must have adequate pattern practice.
157. Mueller, T.: "Teaching the French Verb," *LL*, IX (#3 and #4, '59), 17-22. The paradigm suggested in this article is not meant to replace the traditional ones as just another paradigm. The arrangement serves as one way to reduce verb forms to the lowest common denominator. Pattern practice must replace the teaching of paradigms.
158. Pauck, C. E.: "Presenting the Particle to Beginners," *MLJ*, XLIII (May '59), 243-245. It is the purpose of this article to suggest a plan that includes the general areas of meaning covered by the sentence particle, and yet one that takes into consideration the pressure of time and space in elementary stages of language learning. Each step is carefully explained.
159. Rossi, L. R.: "Notes on Irregular Italian Verbs," *MLJ*, XLIII (Dec. '59), 378-381. There is an advantage in abandoning the classification of irregular verbs according to conjugation and adopting one based on the degree of irregularity. All of the irregular verbs could be divided into four major groups, numbered in order of their complexity. These are explained.
160. Seymour, R. K.: "A Note on Teaching the German Adjective," *MLJ*, XLIII (Oct. '59), 276-278. This article outlines a method of presenting to the students the German adjective in a single systematically constructed unit. The method has been found to be effective in elementary and intermediate German classes.
161. Sleator, M. D.: "Grammatical Theory and Practice in an English Grammar Class," *LL*, IX (#3 and #4, '59), 1-11. Linguistic considerations raised by some new grammars are explained, as are several "structural" grammars that are available for use in an English Grammar Class. Sources of difficulty in the books reviewed are cited. An alternative to the grammatical theory and practice outlined is suggested.
162. Tuckerman, C. S.: "An Approach to Teaching Subordinate Word Order in Dutch," *MLJ*, XLIII (May '59), 246-249. This article "sets forth some objections to an apparently common approach to the syntax of dependent clauses in Dutch, together with grounds for these objections and some preliminary proposals which seem more pertinent."
163. Walker, M. K.: "Morpheme Alternants in Spanish Verb Forms," *LL*, IX (#3 and #4, '59), 33-44. It is the purpose of this article to describe the alternants of a certain class of Spanish morphemes, namely a subclass of those that combine with verbal endings which are explained. The merits of the traditional and structural descriptions are discussed, and evaluations are given.
164. Watkins, J. M.: "Avancer-s'avancer: the Idiomatic

Pronoun," FR, XXXII (Apr. '59), 448-452. Examples are given illustrating a linguistic fact, peculiar to French, that puts the human translator to task for a precise rendering: the change in meaning, aside from

any reciprocal or reflexive intent, when a verb is used in its pronominal form. The outline points out the problem and serves as a guide.

XI. INTERNATIONAL RELATIONS, EUROPEAN RELATIONS, LATIN-AMERICAN RELATIONS, PUBLIC RELATIONS, THE WAR, THE POST-WAR (19). See also: 5-10, 72-94, 95-119, 186-198, 199-300.

165. Alexander, T. W.: "A German and American Children's Project," AGR, XXV (Apr.-May '59), 18, et seq. This is an interesting account of an exchange project between a group of Lubbock, Texas, children who are studying German and a group in Hanover, Germany. This excellent project furthers international relations.
166. Barrett, E. W.: "A Gap in Education for World Citizenship," SLOE, 42 (Nov. '59), 2. You intensify your training in the sciences, but you must see to it that the liberal arts, and international relations, in particular, are not neglected. All professional leaders must have a basic comprehension of the field of international relations.
167. Blackton, C. S.: "Undergraduate Area Studies in American Education," JGE, XII (July '59), 158-163. The idea of foreign-area studies expanded in the United States following World War II. The aim and the value of this development are explained. The National Defense Education Act (1958, Title VI) suggests some possibilities to aid in this, and other language and area problems.
168. Brungardt, T. S.: "Seeing the True America Through the International Exchange Program," NPT, 53 (May '59), 22-24. Every foreign visitor in Vermont is made to feel at home. The people in the state go "all out" to welcome these guests and show them what the country is like. As a result excellent international relations are strengthened, and an exchange program thrives.
169. Coleman, A. P.; Twaddell, W. F.; Hocking, E.; Yakobson, H. B.: "How Far Have the Modern Foreign Languages Progressed Since World War II?" MLJ, XLIII (Apr. '59), 167-170. Here are excerpts from a recent *Symposium* in which A. P. Coleman discusses "Fits and Starts," W. F. Twaddell "An 'Exotic' Task," E. Hocking "Teacher or Machine," H. B. Yakobson "The Russian Surge" in relation to the role of modern foreign languages since World War II.
170. Dondineau, B.: "Improve International Understanding," MEJ, XXXVII (Oct. 1, '59), 180-181. Mrs. Dondineau gives reasons why we must shift our thinking to some of the likenesses among nations. Foreign language study is a frequently named curricular area which lends itself to the development of attitudes toward international understanding. Many successful teaching methods are explained.
171. González, M. P.: "Two Great Pioneers of Inter-American Cultural Relations," H, XLII (May '59), 175-185. The history of our cultural relations with Latin America is carefully explained. Wm. C. Bryant and José M. Heredia are the two poets who pioneered in the field of cultural understanding between the two Americas.
172. Gullahorn, J. T. and J. E.: "American Students in France: A Perspective on Cultural Interchange," FR, XXXII (Jan. '59), 254-260. What was the impact on American students of their experiences as students in France? What was the influence of the students on the attitudes of French citizens toward America and Americans? These are answered in relevant data gathered by our writers.
173. Hanstein, G.: "From Land to Land," AGR, XXV (Feb.-Mar. '59), 3. Bi-national organizations make valuable contributions to the strengthening of the bonds between countries by exchange programs or the learning of languages, literatures and cultural values.
174. Jaeckel, H.: "An Americanized European Looks at America," AGR, XXVI (Oct.-Nov. '59), 29-32. All teachers of modern foreign languages will enjoy reading the experiences of this family in America where much was done to build international relationship.
175. Mattis, J.: "Hi Neighbor," SL, XXVI (Nov. '59), 5-6. This symbol has become one of the most rewarding and enjoyable experiences of the school year for sixth-grade boys and girls who are given a truly worthwhile experience in international understanding.
176. McGrath, E. J.: "American Educators and International Affairs," TCR, 61 (Oct. '59), 10-22. All who have served abroad in an educational capacity concentrate their energies on the promotion of international educational exchange, on the cultivation of a knowledge of foreign cultures in our country and of our culture abroad, do make splendid contributions toward excellent international relations.
177. Miller, B.: "A Community Classroom for Foreign-Born Adults," PSAE, 2 (Jan. '59), 44-45. This article reports activities of the teachers and pupils of public school adult classes in Wilmington, Delaware. It illustrates ways to help foreign-born persons achieve a feeling of belonging in the community.
178. Morgan, R.: "On the Tip of Young Tongues," NPT, 53 (May '59), 4-7. If foreign language study is to bring international understanding, the children must become aware of the culture represented. To see how this works, our writer takes us on a visit to one of the nation's earliest and most influential programs—that of El Paso, Texas, where each lesson is a real experience in Spanish language and culture.
179. Parker, K. V.: "Venture in Friendliness: A Visit to South America," NPT, 53 (Mar. '59), 2, et seq. All teachers of Spanish will enjoy this account of this goodwill tour—or Inter-American Seminar which had a double purpose.
180. Riley, T. A.: "Teachers and International Good Will," AGR, XXV (Aug.-Sept. '59), 14-15. "Teachers are the best ambassadors of good will." The writer has helped cultural officers in Austria by joining other American teachers at seminars for Austrian teachers of English.
181. Scanlon, D. G.: "Pioneers of International Education," TCR, 60 (Jan. '59), 209-219. The many major contributions by the early pioneers in international education (1817-1914) are discussed for us.
182. Schlag, W.: "Austro-American Cultural Relations," AGR, XXV (Aug.-Sept. '59), 12-13. One of the most significant aspects of Austro-American cultural relations has been the educational exchanges between the two countries. Students from both countries are ambassadors of good will promoting international understanding.
183. Thayer, R. H.: "International Cultural Relations: A Challenge to Americans," HE, XVI (Oct. '59), 3-5. The great significance of the creation of the Bureau of International Cultural Relations within the executive department is explained in this article.

XII. LESSON PLANNING (2). See also: 1-4, 5-10, 11-22, 23-69, 70-71, 95-119, 146-164, 199-300, 319-322, 333-343.

184. Becker, J. M.: "Foreign Relations: A Source for Materials and Ideas," CJSE, 34 (Feb. '59), 105-107. There has been an ever-increasing concern on the part of American educators regarding foreign relations education in the nation's secondary schools. Various projects are explained in an effort to help teachers meet this problem.
185. Steinhauer, D.: "A French Course of Study," CMLR,

XV (Convention Number '59), 16-24; XV (Winter '59), 11-13; XVI (Fall '59), 22-26. The outline given attempts to present a logical, progressive, long-term approach to the study of French. It is geared to meet the linguistic needs of the student of average ability. A list of supplementary reading materials is provided. Innumerable changes that have taken place in the last quarter of a century are explained.

XIII. MISCELLANEOUS, LEGISLATION (13). See also: 23-69, 72-94, 95-119, 199-300, 323-332.

186. "Advisory Committee for Language Development Program," HE, XVI (Nov. '59), 16. Our Commissioner of Education, L. G. Derthick, has named a 12-member advisory committee to advise and consult with him in the administration of Title VI (Language Development Program) of the National Defense Education Act. The committee members are named.
187. Derthick, L. G.: "The Impact of the National Defense Education Act," NS, 63 (Feb. '59), 73, et seq. Titles VII and III are explained. Dr. Derthick discusses what has been done to implement the goals set by these two Titles. Typical questions are answered.
188. Derthick, L. G.: "The Effect of the National Defense Education Act of 1958 on Our Secondary Schools," NASSPB, 43 (Apr. '59), 343-346. Dr. Derthick describes the scope and possibilities of the new Act. He also explains the provisions, developments, and progress under the various Titles.
189. Derthick, L. G.: "The Purpose and Legislative History of the Foreign Language Titles in the National Defense Education Act, 1958," PMLA, LXXIV (May '59), 48-51. Our United States Commissioner of Education, L. G. Derthick, reminds us that the Language Development Title VI in the National Defense Education Act is ready for action. The "inside story" is given in this article.
190. Eckelberry, R. H.: "Editorial: The National Defense Education Act," JHE, XXX (Jan. '59), 54-56. The various Titles of the National Defense Education Act are explained.
191. Elbers, G. W.: "The National Defense Education Act and Higher Education," HE, XVI (Sept. '59), 8-16. All teachers of modern foreign languages will be deeply interested in this summary of the accomplishments of each of the higher education programs of the National Defense Education Act explained in this article.
192. "Federal Legislation and ACLS Interests," ACLSN, X (Mar. '59), 4-8. The ACLS was asked by the United States Commissioner of Education to conduct a survey of language-and-area needs and facilities in the United States as one of the bases for administration of Title VI of the National Defense Education Act. The

material contained in the report is given in this article with the permission of Dr. L. G. Derthick, United States Commissioner of Education.

193. Finn, J. D.: "AV-864 vs. A.D. 1970—An Editorial," TT, VI (No. I), 4-5. The various Titles of the National Defense Education Act are named and explained. The booklet AV-864 supports the idea that instruction can be greatly improved and hastened by the wise application of a large variety of the modern tools of teaching.
194. Marckwardt, A. H.: "An Editorial: Linguistics and the NDEA," LL, IX (#3 and #4, '59), i-iv. As to the role of linguistics in the NDEA, our writer refers us to the terms of Title VI, the portion of the act given entirely to language training. The four kinds of programs or activities of Title VI are named and explained for us.
195. "MLA, NDEA—Latest Developments," BSFLB, V (Oct. '59), 13-18. All teachers of modern foreign languages will be deeply interested in the many pertinent news items explained in this article.
196. "National Defense Education Act," SLOE, 41 (Jan.-Feb. '59), 24-31, 41 (May '59), 9, et seq. The NDEA was 5 months old on Feb. 2, 1959. Not all problems have been solved, nor all questions answered; but funds are going out, and school people are exerting exceptional effort to make it effective. This article proves to us the outstanding accomplishments evident since the signing of the Act on Sept. 2, 1958.
197. "NDEA: 1958-1959," SLOE, 42 (Oct. '59), 32-34. The major accomplishments in the one year of progress under each program are reviewed for us in the article. We are especially interested in the accounts of Title III and Title VI.
198. "Policy on Language Area Centers," HE, XV (May '59), 157-159. The Language Development Program authorized in Title VI of the National Defense Education Act makes possible the establishment and operation of language and area centers with Federal assistance of up to 50% of the costs. Dr. L. G. Derthick, United States Commissioner of Education, gives the statement of policy concerning the establishment of these centers.

XIV. MODERN LANGUAGE STUDY (102). See also: 1-4, 5-10, 11-22, 23-69, 72-94, 95-119, 120-145, 146-164, 165-183, 184-185, 186-198, 301-306, 307-313, 319-322, 323-332.

199. Andersson, T.: "Spanish, Language of the Americas," H, VLII (Sept. '59), 347-351. As Dr. Andersson states, he wishes to explore with us some of the meanings suggested by the title of this article. Some thought-provoking questions, explanations, and suggestions are presented.
200. "Basic Thoughts on the Language Laboratory," ASBJ, 139 (Nov. '59), 25-26. This article is excerpted from Bulletin #3, 1959, *Foreign Language Laboratories in Schools and Colleges*, Johnston, M. C.
201. Below, H. I.: "Using a Foreign Language Laboratory," IEPB, 50 (Dec. '59), 24-26. The writer describes some of the experiences of the teachers in plan-

ning and in using the foreign language laboratory of the J. Sterling Morton High School West in Berwyn. The laboratory has been in operation since March 1959.

202. Benisvy, D.: "Overcoming the Language Barrier," HP, XLI (Apr. '59), 44-45. The speech barrier confronting non-English speaking pupils poses a challenging problem. A variety of instructional media is required, but one of the most effective is the tape recorder. This is explained.
203. Bohning, E. E.: "The Present Status of 'Independent Study' in Languages," FR, XXXII (Feb. '59), 352-356. Questionnaires were sent to members of the mod-

- ern foreign language departments in some 200 institutions whose catalogues indicate inclusion of independent study in the curriculum. Conclusions are drawn from these.
204. Bohning, E. E.: "Independent Study of Literature in Translation," *MLJ*, XLIII (Feb. '59), 87-89. See article #203.
 205. Borglum, G.: "Consign the Mistake to Oblivion," *BSFLB*, IV (#2, Jan. '59). Our writer comments on an article, "Advice to the Lab-Lorn," *BSFLB*, III (Oct. '59), pointing out various problems foreign language teachers face in setting up and operating a language laboratory, and pointing out the quality of equipment. Dr. Borglum discusses the problem of high laboratory costs in relation to student record play-back and the quality of student performance. Teachers who have only \$500 to spend on a laboratory are not to be discouraged, for, as Dr. Borglum points out, many kinds of equipment are available.
 206. Brickman, W. W.: "The Study of Asiatic Languages and Cultures," *SchSoc*, 87 (Mar. 14, '59), 120-121. We must expand our Asiatic offerings and introduce new language and civilization courses in all major areas of Asiatic studies, also in the minor fields. This can be done at all levels of instruction. Inclusion of Asiatic languages and studies does not mean the curtailment of the European language program nor the African languages.
 207. Briggs, T. H.: "Who Should Study Foreign Languages?" *NASSPB*, 43 (Dec. '59), 5-8. Let us encourage the teaching of modern foreign languages by the recommended methods and a continuation to reasonable mastery by all who have natural ability and aptitudes, and a probability of using in later life what they have learned. Some warnings are stated.
 208. Carson, G. B., Jr.: "What Knowledge of Russia and the Soviet Orbit Should Be Made Available in American Secondary Schools?" *NASSPB*, 43 (Mar. '59), 137-147. We need the kind of comprehensive program of foreign area studies in our public schools for many reasons which are explained. With respect to language our objective should be to double the percentage of those enrolled in secondary schools who take foreign languages. Some aspects of Russian history and institutions, explained here, should be made available at the secondary school level.
 209. Castiglione, P. B.: "A Discussion: The Teaching of Italian and Its Problems," I, XXXVI (Dec. '59), 287-290. This is an account of two panel discussions on the teaching of Italian and its problems held during the 1959 session of the Middlebury College Italian Summer School. The many points considered are explained, and the conclusions reached are given.
 210. Chadwick, A. J.: "Teaching Russian in Our High Schools," *ChSJ*, XLI (Nov. '59), 55-61. The writer recounts her experiences while teaching Russian to Hyde Park High School students and explains her teaching techniques which will be helpful in teaching any foreign language.
 211. Cottrell, W., Jr.: "The Foreign Language Laboratory," *VJE*, LIII (Nov. '59), 15, et seq. Mr. Cottrell, president of Cottrell Electronics Corporation, describes the operation of the Foreign Language Laboratory in this article.
 212. Crenshaw, O. and Pusey, Wm. W., III: "An American Classical Scholar Learns German," *MLJ*, XLIII (Jan. '59), 22-25. Mr. Humphrey achieved fluency in the German language in a very short time. The methods he pursued in acquiring this knowledge and his observations on second-language learning are illuminating.
 213. David, J.: "Phénoménologie de la méthode pour les langues vivantes," *FR*, XXXII (May '59), 553-561. The writer discusses the various methods of teaching modern foreign languages.
 214. de Bary, W. T.: "Asian Studies for Undergraduates," *JHE*, XXX (Jan. '59), 1-7. This is part of a paper that the writer presented at the annual meeting of the Association for Asian Studies in which a program of Asian studies is presented.
 215. De Kosky, A.: "Can We Bring Cultures Together?" *PSAE*, 2 (Mar. '59), 60. Teachers of the foreign-born students give special help in a variety of ways to bridge the gaps between the two ways of life.
 216. Dewey, H. W.: "Learning English As a Foreign Language in Soviet Ten Year Schools," *LL*, IX (#1 and #2, '59), 57-66. This is the writer's account of his visit to some secondary-school English classes in Moscow and Leningrad in September 1958.
 217. Dewey, H. W.: "German Language Study in Soviet Ten-Year Schools," *GQ*, XXXII (May '59), 227-236. This is an account of the writer's visits to ten-year school language classes in the Soviet Union where so many young Russians are studying German, in particular.
 218. Dumke, G. S.: "The Search for the Educated Man," *CJSE*, 34 (Jan. '59), 33-38. This article gives us an example of one immediate reason why language study is currently of great importance to our nation. Many other reasons are evident. If we wish to maintain our position in the world, we must understand other cultures and acquire a working knowledge of foreign tongues.
 219. "Editorial Comment," I, XXXVI (Mar. '59), 75; (June '59), 154; (Sept. '59), 239; (Dec. '59), 414. All teachers of Italian will be interested in the many items explained here.
 220. Fischer, J. H.: "The Priorities Question in Education," *TCR*, 61 (Oct. '59), 1-9. All teachers of modern foreign languages will be interested in the remarks on the place of foreign languages in the schools of our country.
 221. Folejewski, Z.: "Slavistics and World Literature," *MLJ*, XLIII (Apr. '59), 194. Slavicists have an important and immediate problem in the urgent demand for more language study and training of teachers with the shift of emphasis in teaching methods. Excellent suggestions are given in regard to the training in literature.
 222. Fulton, R. J.: "Language Laboratories Develop the Listening Ear," *MLJ*, XLIII (May '59), 224-225. Students in the language laboratory must be taught to develop their sense of hearing to such a degree that they become proficient in listening which is so basic to comprehension and speech. The term "auding" is now used in reference to the process of hearing and listening to the spoken language.
 223. Furnas, C. C.: "Fringes of Babel," *MLJ*, XLIII (Jan. '59), 3. It is good that the general public and our educational leaders have become much disturbed by our linguistic inadequacies. Only when our people can actually communicate with people of other lands will the many social and political problems be handled.
 224. Golden, H. H.: "FL Newsletter," I, XXXVI (June '59), 151-153. All teachers of Italian will be deeply interested in the many items explained in this section.
 225. Gouvréwitch, D.-J.: "Laboratory Techniques and Teaching," *FR*, XXXIII (Dec. '59), 166-170. Since the language laboratory is here to stay, the important question is: How can it be used to best advantage? Other questions are posed and answered to clarify points, and to bring other questions to mind.
 226. Harris, R. L.: "Making a Start with New Foreign Students," *NJEAR*, 32 (Mar. '59), 315, et seq. The faculty members at Washington Irving School in Teaneck have outlined eight basic steps for overcoming the language barrier and the shyness of new foreign pupils. These steps are explained.
 227. Hocking, E.: "Too Much Prosperity?—A Guest Editorial," *FR*, XXXIII (Dec. '59), 179-180. "Our apparent 'prosperity' is only the disguise of our new professional responsibility, which is far more important

- than any of us, or our pet theories, methods, materials. There is room for all of these and all of us, but we must close ranks and get to work on the task at hand."
228. Hocking, E. and Merchant, R. C.: "The Fabulous Language Labs," *ESAVG*, 38 (Apr. '59), 184. The writers explain the purposes, in elementary classes, of the language laboratory. Different kinds of equipment are explained. Diagrams accompany the article.
229. Huebener, T.: "Forty Years of Foreign Languages in New York City," *MLJ*, XLIII (Mar. '59), 134-135. Most interesting indeed is the history of foreign language instruction in the schools of New York City, with its cosmopolitan character. Dr. Huebener explains the emotional, international and sociological factors that helped to determine what languages were to be taught during a given period, as well as the many language projects undertaken in this city.
230. Huebener, T.: "Foreign Languages for Forty Years," *HP*, XLI (Apr. '59), 5-14. See article #229.
231. "Items of Interest," *CMLR*, XV (Winter '59), 25-27; XV (Convention Number '59), 55-56; XV (Book Number '59), 30-31; XVI (Fall '59), 70. All teachers of modern foreign languages will be deeply interested in the many "Items of Interest."
232. Johnston, M. C.: "How to Plan a Language Laboratory," *NS*, 63 (Feb. '59), 102-106. Dr. Johnston answers pertinent questions on the need for, use of, values of the language laboratory.
233. Johnston, M. C.: "Foreign Language Teaching in American High Schools: An Overview," *CS*, XXX (Nov. '59), 453-456. Dr. Johnston reports on the tremendous amount of progress made in the teaching of modern foreign languages at all levels since the passing of the National Defense Education Act.
234. Kaulfers, W. V.: "The Russians Teach Languages Too," *MLJ*, XLIII (Mar. '59), 113-115. This is another interesting account of the work done in the teaching of modern foreign languages in the schools in various cities of the Soviet Union. Dr. Kaulfers observes that the problems of foreign language teaching are universal.
235. Kaulfers, W. V.: "Beginning French in Leningrad," *FR*, XXXIII (Oct. '59), 59-61. Dr. Kaulfers spent much time visiting schools in the Soviet Union, and here he gives us his observations of a beginning French class which he compares with those in other cities of the Soviet Union. All teachers of French will be deeply interested in this account.
236. Kaulfers, W. V.: "A Visit to the Lenin Pedagogical Institute," *EF*, XXIV (Nov. '59), 77-80. All teachers of modern foreign languages will enjoy Dr. Kaulfers' account of his visit to this Institute. These notes are based on interviews while he was visiting schools in the USSR.
237. King, P. E.: "Now: Labs for Language Teaching," *SE*, 78 (Apr. '59), 54-56. We should focus our attention on the deeper potentialities of the language laboratory. Its values are explained. The mastery of a foreign language has become one of the keynotes of our international security.
238. Kinne, E. W.: "A Fulbrighter Views Dutch Education," *JHE*, XXX (Jan. '59), 15-26. This is a comparative study made after the writer had spent a year in the Netherlands. He found that the study of English, French, and German is a universal requirement in the schools of the Netherlands.
239. Koekkoek, B. J.: "The Advent of the Language Laboratory," *MLJ*, XLIII (Jan. '59), 4-5. Our writer traces the use of mechanical equipment as an aid in the teaching of modern foreign languages from approximately 1900 to the present time.
240. Kreusler, A.: "The Soviet Modern Language Reform Movement," *SEEJ*, XVII (Summer '59), 160-170. This interesting account traces the teaching of modern foreign languages in Russian schools. The writer explains the Public Discussion on Methods, Proposed Measures for Improvement of Teaching Modern Languages, Project of a Foreign Language Curriculum for Secondary Schools: Objectives and Expected Attainments.
241. Lafratta, M. F.: "A Miniature Language Laboratory for the High School," *CMLR*, XV (Convention Number '59), 13-15. The Miniature Language Laboratory in this particular school is explained. The experiment proved successful, so ways to extend its use are sought.
242. Lambert, P.: "Should Parents Study Languages Too?" *ESJ*, 60 (Dec. '59), 124-127. This article reports on a study designed to test the effect of parental reinforcement on the learning of French. The subjects for study were 32 children enrolled in Grades 4A and 5B in the University Elementary School, University of California, Los Angeles. The mothers of these children were taught by the same teacher. Emphasis was on the aural/oral approach. Conclusions are drawn.
243. Lambirth, E. L.: "European Versus American Education," *VJE*, LIII (Sept. '59), 24, et seq. These are the writer's observations recorded as he visited many schools of Western Europe.
244. Leconte, M.: "Cultures et langues vivantes," *FR*, XXXIII (Oct. '59), 62-64. The writer comments on an article by Steinhauer, H.: "They Speak in Tongues," *Antioch Notes*, XXXIV (Jan. '57), 1.
245. Lernoux, P.: "Tower of Babble—a Language Laboratory," *TT*, VI (No. III), 112. This interesting account is adapted from a story in the University of Southern California *Daily Trojan*. This new \$15,000 "Tower" is a language laboratory encompassing the eight languages offered at the university. The laboratory gives students an opportunity to cover textbook assignments and classroom lectures via conversation tapes.
246. "Letters to the Editor," *H*, XLII (Mar. '59), 83-89; (Sept. '59), 351; (Dec. '59), 570-573. All teachers of Spanish and Portuguese will enjoy reading these "Letters to the Editor."
247. Locke, W. N.: "Ideal Language Laboratory Equipment," *MLJ*, XLIII (Jan. '59), 16-18. It is the purpose of this article to get teachers to do much thinking about language laboratory equipment and about fitting it into their work. The writer would appreciate comments from the readers of this article.
248. London, I. D.: "Conference on the Improvement of Soviet Foreign Language Teaching," *SchSoc*, 87 (Apr. 25, '59), 200-202. A three-day conference devoted to problems involved in improving foreign language instruction in the schools in the Soviet Union brings out the reasons for its unsatisfactory state of foreign language teaching. Suggestions for improvement in organization and practice are given.
249. MacAllister, A. T.: "FL Program Notes," *PMLA*, LXXIV (Mar. '59), viii-ix; (May '59), vi-viii; (June '59), vii-viii; (Sept. '59, Part #1), vii-viii; (Sept. '59, Part #2), vii-viii; (Dec. '59), vii-xii. In these sections all teachers of modern foreign languages will find many very significant and valuable items of great interest.
250. MacEoin, G.: "The Cultural Need of Foreign Language Competence," *MLJ*, XLIII (May '59), 211-217. The writer explains how important language study is in order to understand our own culture. Languages always were useful and most necessary not only to understand ourselves, but also to aid in the understanding of other cultures.
251. Mann, F. and Lindsay, F. B.: "Summary of California High School Projects Approved for National Defense Education Act Funds, Spring, 1959," *CS*, XXX (Oct. '59), 430-435. The writers give us a complete picture of the use that is being made of the opportunities offered by the National Defense Education Act to strengthen instruction in foreign languages.
252. Marquardt, W. F.: "Linguistic Theory and Teaching

- in Colombia," *LL*, IX (#3 and #4, '59), 53-57. This article in its original form was presented at the English Language Section meeting of the Annual Conference of the National Association of Foreign Student Advisers in New York in April, 1959.
253. Maymi, P.: "Grammatical Principles and Techniques in Language Translation," *H*, XLII (May '59), 233-238. This article represents a sincere effort to help students, and others who may have similar interests in translation, in the hard task of learning how to render one language into another.
254. Mazzara, R. A.: "Now That We Have a Language Laboratory, What Do We Do with It?" *FR*, XXXII (May '59), 562-565. This is an example of what is being done in one institution whose faculty members are eager to exchange suggestions and to engage in new experiments with other institutions.
255. McClain, W. H.: "The Julius K. Hofman Memorial Fund in Baltimore," *AGR*, XXVI (Oct.-Nov. '59), 7-9. All teachers of German will enjoy this account of the German influence in Baltimore where strong support is given to the teaching of German and other foreign languages in the city's schools.
256. McCoy, D. B.: "Education in Brazil," *PJE*, 37 (July '59), 39-43. All teachers of modern foreign languages will be interested in the various languages taught in the primary and secondary schools in Brazil.
257. McGrath, E. J.: "The Crucial Importance of the Humanities in a Science-Dominated World," *MLJ*, XLIII (Apr. '59), 162-166. Dr. McGrath has proved to us that the humanities do have a vital service to perform in the balance of American education, for only as people concern themselves with humanistic learning can we "attain the fullness of thought, the clarity of vision, and the strength of dedication necessary to meet the problems and issues of contemporary life."
258. McGrath, E. J.: "A Current Critical Issue in Secondary Education—Modern Foreign Languages in the Comprehensive Secondary School," *NASSPB*, 43 (Apr. '59), 278-289. In order that we have a strengthened foreign language program, so vital today, Dr. McGrath discusses various phases of the language situation such as "What Is a Satisfactory Program? Who Shall Study Foreign Languages? Which Languages Should Be Offered?"
259. McGraw, M. B.: "The Roles of the Teacher and the Student in the Electronic World," *MLJ*, XLIII (May '59), 218-220. The impact of the language laboratory upon the teacher is manifold and covers a variety of areas as is explained in this article reprinted with the permission of the Magnetic Recording Industries, 126 Fifth Avenue, New York 11, N. Y.
260. Mildenberger, K. W.: "Promoting Russian in High School," *SchSoc*, 87 (Mar. 14, '59), 111. The full context of this report is contained in *FL Bulletin*, no. 59, available from the ML Association.
261. "Modern Foreign Languages in the High School," *CJSE*, 34 (Jan. '59), 50-52. This article is reprinted by permission from Johnston, M. C.: "Modern Foreign Languages in the High School," *Bulletin 1958* (#16).
262. Mueller, T.: "The Language Laboratory: Its Philosophy and Practices," *BSFLB*, V (Oct. '59), 7-13. Our writer explains the various uses and the many values of the language laboratory.
263. Mustard, H. and Tudisco, A.: "The Foreign Language Laboratory in Colleges and Universities: A Partial Survey of Its Instructional Use," *MLJ*, XLIII (Nov. '59), 332-340. This is a survey based on a questionnaire sent in Sept. '57 to 253 foreign language departments in 57 colleges or universities. The writers explain the selection of schools to which the questionnaire went. Conclusions regarding the number of foreign language departments using laboratories, the drills, programs, goals, problems for successful laboratory work, etc., are explained.
264. Nash, R. L.: "Atmosphere for Learning," *NEAJ*, 48 (Dec. '59), 40-42. Much was done by Principal H. Beach in the Wallace School, Sterling, Illinois, to overcome the language barrier which made learning difficult for the children of Spanish-speaking parents.
265. Nelson, R. J.: "The Role of Literature in Foreign Language Learning," *FR*, XXXII (Apr. '59), 458-460. The writer wishes to examine from a different angle the problem Mr. Shattuck raises: that of the student called upon to do work in two demanding disciplines—the learning of a foreign language and the study of literature. See Shattuck, R.: "The Role of Literature in Foreign Language Instruction," *FR*, XXXI (Apr. '59), 420-426.
266. "News and Comment," *AGR*, XXV (Feb.-Mar. '59), 34-36; (Apr.-May '59), 35-37; (June-July '59), 29-30; (Aug.-Sept. '59), 36-37; (Oct.-Nov. '59), 35-36; (Dec. '59-Jan. '60), 34-36. All teachers of German will find many items of great interest and value in this section.
267. "News and Notes," *ASEER*, XVIII (Feb. '59), 137-140; (Apr. '59), 273-277; (Oct. '59), 480-484; (Dec. '59), 616-620. All teachers of Slavic and East European languages will be interested in the many items explained in this section.
268. "News and Notes," *MDU*, LI (Apr.-May '59), 193-197. Teachers of German will be interested in the items explained here.
269. "News and Notes," *SEEJ*, XVII (Spring '59), 95-106; (Summer '59), 206-213; (Fall '59), 311-319; (Winter '59), 417-423. All teachers of Slavic and East European languages will be deeply interested in the many items explained in this section.
270. "News Notes," *NASSPB*, 43 (Jan. '59), 325-354; (Feb. '59), 141-162; (Mar. '59), 287-318; (May '59), 261-282; (Sept. '59), 269-282; (Oct. '59), 158-182; (Nov. '59), 209-230; (Dec. '59), 212-218. All teachers of modern foreign languages will be interested in the many notes on language teaching.
271. "News, Notes, and Comments," *GQ*, XXXII (Jan. '59), 64-71; (Mar. '59), 166-169; (May '59), 272-279; (Nov. '59), 364-371. All teachers of German will be deeply interested in the many interesting and useful items explained in this section.
272. Nichols, C.: "English Studies in Scandinavia," *MLJ*, XLIII (Nov. '59), 321-323. We in America can learn something about the teaching of English and of foreign languages from our colleagues in northern Europe. In Scandinavia the success of language teaching is explained by three factors.
273. "Notes," *SS*, 31 (Feb. '59), 43-46; (May '59), 101-102; (Aug. '59), 149-150; (Nov. '59), 195-196. All teachers of Scandinavian languages will be deeply interested in the many important items explained in this section.
274. "Notes and Announcements," *LL*, IX (#1 and #2, '59), 83-89; (#3 and #4, '59), 81-83. All teachers of modern foreign languages will be interested in the notes and news explained in this section.
275. "Notes and Discussion," *FR*, XXXII (Jan. '59), 268-272; (Feb. '59), 362-367; (Apr. '59), 461-467; (May '59), 566-571; (Oct. '59), 65-72; (Dec. '59), 171-178. All teachers of French will be interested in the many important items explained here and the valuable suggestions given.
276. "Notes and News," *MLJ*, XLIII (Jan. '59), 50-52; (Feb. '59), 102-106; (Mar. '59), 152-154; (Apr. '59), 202-203; (May '59), 250-253; (Oct. '59), 295-296; (Nov. '59), 348-351; (Dec. '59), 405-406. All teachers of modern foreign languages will be interested in the many items explained and in valuable suggestions given in this section.
277. "Notes and News," *H*, XLII (Mar. '59), 106-110; (May '59), 247-252; (Sept. '59), 406-415; (Dec. '59), 605-609. All teachers of Spanish and Portuguese will be deeply interested in the many items explained in this section conducted by Editor Mead.

278. "Notes on Usage," *H*, XLII (Mar. '59), 96-98; (Sept. '59), 372-381; (Dec. '59), 582-590. Much helpful material is given in the many items which contain important comments on usage.
279. Obrecht, D.: "On the Professional Status of Academic Translators," *MLJ*, XLIII (Feb. '59), 83-84. All teachers of modern foreign languages will agree, I am sure, with the idea advanced in this article regarding our work as translators when called upon to do such academic work.
280. Odell, W. R.: "Foreign Languages Can Improve World Relations," *NS*, 63 (May '59), 77-78. We must rethink our own American school foreign language teaching program. We must recast our plan for helping those who teach English in foreign countries. A few fundamentals for our consideration are given.
281. Ornstein, J.: "Soviet Language Policy: Theory and Practice," *SEEJ*, XVII (Spring '59), 1-24. This article deals with the General Background of the Soviet Language Policy, the Soviet Patterns of Russification, Teaching of the Russian Language, Bilingualism, Mass Media, and the Soviet System. Dr. Ornstein states conclusions as to Soviet policy to promote certain languages.
282. Pimsleur, P.: "The Functions of the Language Laboratory," *MLJ*, XLIII (Jan. '59), 11-15. Our writer believes that the work of the language laboratory may be divided into various parts according to its objectives such as the aural-oral objective, the grammar objective and the remedial functions. Each one is considered for us. Conclusions are drawn.
283. Roertgen, Wm. F.: "The Functional Language Laboratory," *MLJ*, XLIII (Jan. '59), 6-10. The new language booth at UCLA which makes possible the complete utilization of auditory and visual material is explained for us. The cost list of equipment now in use, and the specifications for the arrangement of the laboratory booths are appended.
284. Sacks, N. P.: "Hispanic Literature and Civilization in English Translation," *H*, XLII (Dec. '59), 567-570. This list of paperback books for classroom use will be of interest to those offering courses in Spanish literature in translation, and to those who take part in comparative literature or Great Books courses.
285. Schaerer, R. W. and Devoss, R. W.: "Foreign Language in the High School," *IEPB*, 50 (Dec. '59), 14-21. Logical steps are suggested for planning a foreign language laboratory. Those who plan must analyze and evaluate many criteria which have a bearing on the decision in order that they may arrive at the most suitable and satisfactory laboratory for their school.
286. "Short Notices," *MLR*, LIV (Jan. '59), 139-145; (Apr. '59), 296-310; (July '59), 451-464; (Oct. '59), 626-633. All teachers of modern foreign languages will be interested in the many items explained in this section.
287. "Sputnik's Legacy: A Language Boom," *MA*, LXVI (Dec. 12, '59), 116-120. Sputnik has given a new thrust to the University of Michigan's language program. The study of languages has been propelled into new importance with NDEA backing the U-M's prominent role in each of the act's language programs. These are explained.
288. Stiff, G. H.: "Overseas Opportunities for American Educators in the Technical Cooperation Program," *SLOE*, 41 (Apr. '59), 8-10. Americans working abroad in the technical cooperation program must have technical competence and a knowledge of the language of the country where the technician is to serve, a respect for its people, culture, customs; and the ability to adjust to circumstances. This is of paramount importance for healthy international relations.
289. Stone, G. W., Jr.: "For Members Only: News and Comments," *PMLA*, LXXIV (Mar. '59), i-vii; (May '59), i-iv; (June '59), i-vi; (Sept. '59, Part #1), i-iv; (Sept. '59, Part #2), i-iv; (Dec. '59), i-iv. All teachers of modern foreign languages will find many items of vital importance and great interest in these sections conducted by Editor Stone.
290. Tewksbury, D. G.: "American Education and the International Scene," *TCR*, 60 (Apr. '59), 357-368. All teachers of modern foreign languages will be interested in the section "Improved Foreign Language Teaching."
291. "The FL Program," *FR*, XXXII (Feb. '59), 380-382. Much information is given about "The Language Development Program" as authorized by the enactment of the National Defense Education Act of 1958.
292. "The MLA Foreign Language Program," *H*, XLII (Mar. '59), 99-102; (May '59), 241-246; (Sept. '59), 382-385; (Dec. '59), 594-604. All teachers of Spanish and Portuguese will be deeply interested in the important material given on the MLA Foreign Language Program in this section conducted by Editor Mead.
293. Trace, A. S., Jr.: "The New Look in Foreign Language Instruction: Threat or Promise," *MLJ*, XLIII (Dec. '59), 392-386. An urgent question is whether foreign language training with the aid of modern electronic devices will be made more effective or whether the traditional visual approach is still the more satisfactory way for students to learn a foreign language. The answer is given, also two basic reasons why the new conversational approach threatens the effectiveness of foreign language instruction. The writer gives serious consideration to this problem.
294. Trenholme, A. K.: "How Portland Is Building a Language Lab," *ASBJ*, 139 (Nov. '59), 27-28. This article tells of the use of language laboratories in the secondary schools of Portland, Oregon, in French, German and Russian.
295. Wachs, G. S.: "The Non-English-Speaking Pupil," *HP*, XLI (Apr. '59), 15-27. Many students coming from Puerto Rico enroll in Morris High School. The members of the faculty have benefited from the experiences of other schools and wish to offer their additional, and perhaps different, approaches to the problem of the Puerto Rican children entering their schools.
296. Walsh, D. D.: "President's Corner," *H*, XLII (Mar. '59), 94; (May '59), 240; (Sept. '59), 369-371; (Dec. '59), 580-581. All teachers of Spanish and Portuguese will be deeply interested in the helpful comments given by Mr. Walsh.
297. West, M.: "Learning a Second Language: Retrospect," *OJER*, II (Oct. '59), 51-61. All teachers of modern foreign languages will be interested in the writer's comments on learning a second language. Dr. West will be interested to receive any inquiry on ideas in his article.
298. Wilkins, G. T.: "Editorial," *IEPB*, 50 (Dec. '59), 3. Mr. Wilkins explains that in this issue of IEPB some of the most important aspects of activity in modern foreign languages in Illinois and in the nation are presented.
299. Yakobson, H. B.: "The Place of Russian in American Secondary Education," *NASSPB*, 43 (Mar. '59), 161-174. No longer is it possible to underestimate the importance of the study of a language spoken by 200 million Soviet people. Russian language study is most essential for scientific, literary, and economic information to further our understanding of the Soviet people. Russian language study should begin in the elementary school.
300. Young, B.: "A Do-It-Yourself Language Lab," *MLJ*, XLIII (May '59), 221-223. All teachers of modern foreign languages will be interested in this account of a home-made simple language laboratory which helped speed up language learning, and which brought an extra bonus of new life to the classes using the laboratory.

XV. MOTIVATION, STIMULATION (6). See also: 23-69, 95-119, 120-145, 307-313, 319-322.

301. Andrews, O., Jr.: "Explaining Modern France to the American Student," *FR*, XXXII (Feb. '59), 341-345. Students of French in our high schools and colleges must be given a basic, honest picture of contemporary France. Let us point out the highly promising future of modern France.
302. Bégué, A.: "National Information Bureau News," *FR*, XXXII (Jan. '59), 285-290; (Feb. '59), 395-398; (Apr. '59), 495-501; (May '59), 655-659; (Oct. '59), 101-104; (Dec. '59), 213-220. All teachers of French will find much helpful material in this section conducted by Dr. Bégué.
303. Johnston, M. C.: "Teaching Aids," *H*, XLII (Mar. '59), 147-157; (May '59), 291-292; (Sept. '59), 465-471; (Dec. '59), 651-654. All teachers of Spanish and Portuguese will be much interested in the "aids" explained in this section conducted by M. C. Johnston.
304. Roberts, K. S.: "A Fifteenth-Century Portuguese
- Cookbook," *KFLQ*, VI (#4, '59), 179-182. All teachers of Spanish and Portuguese will be interested in this account. The language and the subject are of enough interest to make a closer look at this treatise worthwhile.
305. Staley, A. B.: "Music of Latin America," *TT*, VI (No. I), 6, et seq. All teachers of Spanish will enjoy this account of a "Musical Assembly Program" given by students of the sixth grade in a Seattle, Washington, school.
306. Tuck, R.: "Human Relations in a Typical Study of a Culture," *CJEE*, XXVII (May '59), 231-237. The purpose of the unit of study on Mexico is to give children experience and motivation for being good international neighbors. The children learn the patterns of living of societies with histories, languages, and heritages different from their own.

XVI. PSYCHOLOGY OF LEARNING, TECHNIQUES OF INSTRUCTION (7).

See also: 23-69, 72-94, 95-119, 199-300, 314-318, 323-332, 333-343.

307. Albright, J. S. and Albright, R. W.; "The Role of Linguistics in Speech and Hearing Therapy," *LL*, IX (#1 and #2, '59), 51-55. This article attempts to illustrate some of the ways in which linguistics may be used to describe deviant features of the sound patterns (phonology), and grammatical patterns (morphology and syntax) of persons with defective language habits.
308. Boehm, L.: "Age and Foreign Language Training," *MLJ*, XLIII (Jan. '59), 32-33. This paper proposes "to apply recent psychological research findings to our primary curriculum and to replace some of our subject matter which is not now fully geared toward the stages of mental development during early childhood with the study of foreign languages best learned at the young age."
309. Hildreth, G.: "Learning a Second Language in the Elementary Grades and High School," *MLJ*, XLIII (Mar. '59), 136-142. This article outlines some questions and problems which relate to recent developments in foreign language instruction in the elementary grades and high school, gives a description of processes by which children learn the mother tongue as background for the facility with which a youngster learns a second language, summarizes evaluative
- studies of elementary school foreign language teaching.
310. Hocking, E.: "Readiness Factors in Language Learning," *CS*, XXX (Dec. '59), 486-489. Our writer explains the many readiness factors in language learning when various methods are used.
311. Kern, E.: "Language Learning and Television," *MLJ*, XLIII (Oct. '59), 264-265. The many potentials of televised teaching are explained. However, there are limitations, especially with respect to language learning. These also are explained.
312. Mueller, T.: "Psychology and the Language Arts," *SchSoc*, 87 (Oct. 24, '59), 420, et seq. Recent investigations have provided a new orientation to the teaching of English and foreign languages. All have the same goals and similar problems. All can use the same techniques. The laws of learning as they apply to learning a foreign language are explained.
313. Wixom, M. R.: "A High School Foreign Language Program," *IEPB*, 50 (Dec. '59), 21-24. It is the purpose of this article to "share" some of the ideas used in planning the foreign language program at Waukegan Township High School. Objectives, underlying principles governing instruction in foreign language, etc. are explained.

XVII. READING, MATERIALS, METHODS, VALUES (5). See also: 1-4, 5-10, 11-22, 23-69, 95-119, 120-145, 199-300, 314-318, 323-332.

314. Brady, A. M.: "Materials for Teaching Spanish in Elementary and Junior High Schools," *H*, XLII (Sept. '59), 385-405. This is a list of materials for use in the teaching of Spanish at various levels. One item we notice missing is the "Annual Annotated Bibliography of Modern Language Methodology," *MLJ*, January issues, which has a large and excellent section dealing with the teaching of languages at all levels.
315. Fries, C. C.: "Preparation of Teaching Materials, Practical Grammars, and Dictionaries, Especially for Foreign Languages," *LL*, IX (#1 and #2, '59), 43-50. This is a reprint of an article that appeared in the *Proceedings of the Eighth International Congress of Linguists*, Oslo University Press, pp. 738-746.
316. King, H. V.: "Linguistic Aspects of the Reading Program," *LL*, IX (#1 and #2, '59), 19-23. The purpose of this article is to suggest some of the ways in which
- an understanding of the nature of language and its relation to the writing system can contribute to efficiency in the teaching of reading.
317. Rosenberg, W. P.: "The Reading Method and German for Research," *MLJ*, XLIII (Oct. '59), 279-280. The reading method that the author uses at Yeshiva University helps the undergraduate enlarge his cultural background, and strengthens his use of German for reading and research. The author's experiment is explained.
318. Scott, C. T.: "Preparing Literature Materials for Foreign Students," *LL*, IX (#3 and #4, '59), 59-65. In this article the writer attempts to deal realistically with some of the problems of the teacher of literature presenting his subject to those who learn English as a foreign language.

XVIII. REALIA, ACTIVITIES, CIVILIZATION, CLUBS, SOCIALIZATION (4).
 See also: 1-4, 23-69, 70-71, 72-94, 95-119, 120-145, 199-300, 301-306.

319. Byrn, D. L.: "Tapes around the World," *TT*, VI (#1), 10, et seq. Now your students can study about another foreign country with an atmosphere of personal contact between themselves and actual persons in that particular country. Important clubs in this country are listed. This ship of excellent international relations really is an interesting one.
320. Finckh, A. H.: "American-European Foundations," *AGR*, XXV (Feb.-Mar. '59), 4, et seq. The many societies and foundations described are only a few in our country helping citizens enrich their lives by contact with people from other lands and strengthen our international relations.
321. MacAllister, A. T.: "Role of Foreign Language Or-

ganizations in the In-Service Education of Teachers," *CS*, XXX (Dec. '59), 483-486. The writer reviews the FL picture prior to the passing of the National Defense Education Act, 1958. He explains the part that foreign language organizations play in the in-service education of foreign language teachers.

322. Mueller, K. A.: "The Use of Realia Rooms in Language Training," *CJSE*, 34 (Jan. '59), 39-41. The writer briefly outlines the aims of the United States Army Language School and comments on the emphasis of instruction which the realia rooms support and supplement. Then there follows a report on the types of realia rooms and the important part they play in learning foreign languages.

XIX. TEACHER QUALIFICATIONS, TEACHER TRAINING (10). See also: 23-69, 72-94, 186-198, 307-313.

323. Allen, J.: "Educating Teachers for Russian Studies in American Secondary Schools," *NASSPB*, 43 (Mar. '59), 148-160. The pre-service education of teachers, the in-service education of teachers, the instructional materials and teacher education, and alternative outcomes are explained. Teacher education goals may be stated in terms of two alternatives. These are explained.
324. Cotner, T. E.: "Teacher Exchange and Training Programs Show Increases for 1959-60," *SLOE*, 42 (Nov. '59), 6-7. The teacher exchange and training programs are explained. We are especially interested in the programs for teachers of foreign languages.
325. "Editorial Comments: Who Is Going to Teach Whom?" *GQ*, XXXII (Jan. '59), 1-2. The writers review the progress made in training college, high school, and elementary teachers of foreign languages. They also appeal to the teachers of German to meet the challenge of today with the passing of the NDEA in 1958.
326. Fox, E. J.: "Summer Seminar for Teachers of Spanish," *H*, XLII (Mar. '59), 80-81. The first South American seminar for teachers of Spanish, held in Colombia, is explained.
327. Harris, J.: "The First Institutes of the Language Development Program—An Editorial," *FR*, XXXII (Apr. '59), 468-469. Mr. Harris proposes that steps be taken immediately to evaluate carefully and to report fully the work of the Institutes that are given during the summer. One observer should be assigned to each Institute in order to study it, and three to four

others should make frequent visits during the summer.

328. "National Defense Language Institutes," *SLOE*, 42 (Dec. '59), 7. Teachers of modern foreign languages interested in summer language institutes financed by the National Defense Education Act have 30-35 Institutes from which to choose. The Office of Education supplies the necessary information.

329. "Qualifications for Secondary School Teachers of Modern Foreign Languages," *CJSE*, 34 (Jan. '59), 46-49. This article is reprinted by permission from the *National Association of Secondary-School Principals Bulletin*, 39 (Nov. '59).

330. Rostas, E. S.: "A FLES Project and Teacher Training," *FR*, XXXII (Apr. '59), 453-455. The French language program in the fourth grade of the Center School, South Hadley, Massachusetts, is explained with the hope of assisting others who believe in FLES. The results of this program are most encouraging.

331. Starr, W. H.: "Foreign Language Teachers," *IEPB*, 50 (Dec. '59), 27-28. Minimum requirements for foreign language teachers are explained. These include three general levels of proficiency for the seven areas of language teaching competencies.

332. Wirth, O.: "Foreign Language Teacher Training—A Graduate Program," *IEPB*, 50 (Dec. '59), 29-30. A graduate program which will best develop the necessary skills and techniques of the prospective teacher of a modern foreign language must be a self-contained program emphasizing various areas of competence which are explained here.

XX. TESTING, APPRAISALS, EVALUATION (11). See also: 5-10, 11-22, 23-69, 72-94, 95-119, 186-198, 199-300, 307-313, 323-332.

333. Benson, M.: "Soviet College Textbooks of English," *MLJ*, XLIII (May '59), 233-236. It is the purpose of this article to describe and to evaluate Soviet college textbooks of English. Conclusions are stated.
334. Black, C. E.: "An Appraisal of Russian Studies in the United States," *ASEER*, XVIII (Oct. '59), 417-441. A general assessment of Russian studies in the United States has been made by a Joint Committee on Slavic Studies, a body of scholars engaged in research and teaching relating to Russia and Eastern Europe, appointed jointly by the American Council of Learned Societies and the Social Science Research Council. Names of the members of the Subcommittee are listed at the end of the article. The objects set by the Subcommittee are carefully explained; the main conclusions are summarized. Details may be found in the final published reports sponsored or prepared by the Subcommittee.
335. Kern, E.: "FLES Testing," *FR*, XXXIII (Oct. '59), 45-52. In directing the research of the French Testing Project-Television at the University of Pennsylvania, the writer has developed FLES tests to evaluate the achievement of pupils at the end of the project's first year. These tests are outlined and results indicated with the hope of encouraging helpful discussions.
336. Lowe, R. W.: "The French Language in Belgium," *FR*, XXXII (Feb. '59), 346-351. To evaluate the quality of the French language as used in Belgium today, we are given a brief geographical and historical background of that small country and some departures from standard idiomatic French.
337. Mildenberger, K. W.: "The FL Program, 1952-58: Report and Evaluation," *PMLA*, LXXIV (May '59), 42-47. Dr. Mildenberger describes very carefully the origin and growth of the FL Program, its annual reports; and he gives us an evaluation of the first six and one half years of the Program. Our attention is called to significant achievements and failures which are ex-

- plained. Dr. Mildenberger pledges his support "as we enter this new phase in the history of language learning in this country."
338. Mueller, T.: "Auding Tests," *MLJ*, XLIII (Apr. '59), 185-187. A quickly scored, yet highly accurate test of the student's achievement is the auding test which the writer explains carefully. This type of test is a reliable instrument for the teacher who must periodically grade his students' achievement.
339. Mueller, T.: "Grade Standards in Foreign Language Instruction," *FR*, XXXII (Apr. '59), 443-447. Measurement and evaluation in foreign language instruction are possible when there is a satisfactory yardstick. It is the purpose here to propose such a yardstick in the form of a set of standards for testing oral and written skills, and for assigning grades.
340. Savage, H. W.: "Ontario Department of Education Grade 12 Testing Programmes," *OJER*, I (Apr. '59), 145-147. All teachers of French will be interested in the new test constructed by a Department of Education committee to measure achievement in French.
341. Sniderman, M.: "Some New Language Tests and Minimum Vocabulary Lists," *CMLR*, XV (Book Number '59), 13-16. Teachers of modern foreign languages will be interested in the language tests which determine the achievement level of our students, and the vocabulary lists explained here.
342. Templeton, M.: "Evaluation of Spanish Films," *H*, XLII (May '59), 276-277; (Sept. '59), 446-447. Interesting Spanish films for use in classrooms and clubs are evaluated for us.
343. Valley, J. R.: "College Actions on CEEB Advanced Placement Language Examination Candidates," *MLJ*, XLIII (Oct. '59), 261-263. The CEEB Advanced Placement Program, designed for able students who have had special college level courses in secondary school, includes examinations in French, German, and Spanish. There has been a steady growth in the participation of schools, colleges and candidates. Tables accompany explanation.

XXI. VOCABULARY, LANGUAGE, ORTHOGRAPHY (15). See also: 1-4, 5-10, 11-22, 23-69, 72-94, 95-119, 184-185, 199-300, 319-322, 333-343.

344. Benson, M.: "English Loanwords in Russian," *SEEJ*, XVII (Fall '59), 248-267. The aim of this article is to describe the English contribution to the vocabulary of modern Russian. This study is to be regarded as an introductory survey. Specific topics in need of further examination will be pointed out.
345. Brener, D.: "On Language and Culture," *MLJ*, XLIII (Apr. '59), 175-177. The remarks made in this article have reference to the article by Stowell, E.: "College Spanish on the College Level," *MLJ*, XLI (May '57).
346. Denoeu, F.: "Vocabulaire anglais-français des satellites artificiels et missiles," *FR*, XXXIII (Dec. '59), 162-165. This is an excellent list from which French teachers may draw in answering students' questions regarding Sputnik.
347. Di Blasi, S.: "Problems in Italian Lexicography," *MLJ*, XLIII (Nov. '59), 316-320. It is the writer's aim in this article to set forth some of the many special problems in Italian lexicography, to offer a few suggestions toward their solution, and to arouse speculation on the subject. Problems of general bilingual lexicography are not discussed here.
348. Garigliano, C.: "Notes on Spanish Orthography," *H*, XLII (Dec. '59), 564-567. The writer offers supplementary information on the subject as he comments on the article by Dulsey, B.: "Spanish Orthography (1781-1796)," *H*, XLI (May '58).
349. MacCurdy, R. R.: "A Spanish Word-List of the 'Brulis' Dwellers of Louisiana," *H*, XLII (Dec. '59), 547-554. The word-list given is based on notes taken on three visits to the *brulis* in 1948. As the writer states, he resorted to the rather unsatisfactory system of using Spanish "official" spelling to indicate the pronunciation of words of Spanish and Portuguese origin, as well as Hispanized French words.
350. Morrissey, P.: "Will to Survival: The Celtic Fringe," *MLJ*, XLIII (Feb. '59), 79-82. The Celtic languages comprise two groups which are basically related. Many aspects of the Celtic languages are explained for us. According to the author, both Irish and Welsh are, linguistically, a striking example of the will to survival.
351. Parker, R.: "The Need for an American-French Dictionary," *FR*, XXXII (Jan. '59), 261-264. There is an urgent need for appropriate and accurate definitions contained in the French-English and English-French dictionaries for and by Americans.
352. Simonini, R. C., Jr.: "Etymological Categories of Present-Day English and Their Productivity," *LL*, IX (#1 and #2, '59), 1-5. This article presents a statistical analysis of a selection of new words from written English in order to determine which etymological categories are currently most productive. Data for this analysis are derived from a 10% random sampling of about 8000 words from a few books listed.
353. Spotts, L. H.: "Foundations of Vocabulary Selection for the Teaching of Hebrew in America," *MLJ*, XLIII (Oct. '59), 281-288. This article is reprinted from *Jewish Education* 29 (Winter 1959), 6-15.
354. Stowell, E.: "The Limitations of Psycholinguistics," *MLJ*, XLIII (Apr. '59), 171-174. The writer comments on various statements made in an article by Brener, D.: "Spanish and the Spanish Psyche," *MLJ*, XLII (Apr. '58), 175, as it deals with the subject of this article.
355. Sturtevant, A. M.: "The *u*- and *w*- Umlauts in Old Norse," *SS*, 31 (Feb. '59), 15-21. The problem under discussion in this article concerns the prehistorical *w*- and *u*-umlauts (labialization) of *i>y* when the *u* and *w* have been lost through contraction in the end syllable.
356. Volman, R. J.: "Similarities of Gender in Basic Spanish and French Vocabularies," *MLJ*, XLIII (Jan. '59), 21. The writer has made a comparative study of the nouns common in and to French and Spanish with a view toward expediting vocabulary learning because of the relationship between these two languages. Appended is a short list of paired nouns taken from two well-known word lists.
357. Williams, E. B.: "The Problems of Bilingual Lexicography, Particularly as Applied to Spanish and English," *HR*, XXVII (Apr. '59), 246-253. It is the purpose of this article to set forth some of the problems of bilingual lexicographical methodology and implementation, and to suggest a few solutions.
358. Worth, G. H.: "Foreign Borrowings in Russian," *SEEJ*, XVII (Spring '59), 47-54. The writer has made a detailed study of the foreign words in the Russian literary vocabulary and comments on the findings of Slovar and Vasmer. Much research by the author has brought to light much information which either supplements or corrects that of Vasmer.

AUTHORS' INDEX

Abell, M. A.	23	Eales, J. R.	38	Lambert, P.	242
Adams, N. A.	11	Eckelberry, R. H.	190	Lambirth, E. L.	243
Albright, J. S.	307	Elbers, G. W.	191	Laurits, J.	39
Albright, R. W.	307	Erickson, C. G.	125	Leconte, M.	244
Alexander, T. W.	165	Evans, N. D.	74	Lehn, W.	16
Allen, J.	323			Lernoux, P.	245
Andersson, T.	199	Feigenbaum, H.	102	Levin, N. B.	85
Andrews, O., Jr.	301	Fenn, H. C.	5	Lewis, P.	45
Apanasewicz, N.	69	Finch, R.	39	Liedkte, K. E. H.	17
Barrett, E. W.	166	Finckh, A. H.	320	Lindsay, F. B.	251
Beberfall, L.	146, 147	Finn, J. D.	193	Lindstrom, T. S.	130
Becker, J. M.	184	Fischer, J. H.	220	Lloyd, D.	131
Bégué, A.	302	Fisher, G. B.	47	Locke, W. N.	247
Below, H. I.	201	Flynn, H.	75	London, I. D.	248
Benisvy, D.	202	Folejewski, Z.	221	Loucks, R. E.	107
Benson, M.	333, 344	Forbes, E. F.	76	Lowe, R. W.	336
Bickley, J. R.	8	Fox, E. J.	326	Luciani, V.	46
Bish, C. E.	72	French, W.	40		
Black, C. E.	25, 334	Fries, C. C.	315	MacAllister, A. T.	249, 321
Blackton, C. S.	167	Fulton, R. J.	222	MacCurdy, R. R.	349
Boehm, L.	308	Furnas, C. C.	223	MacEoin, G.	250
Bohning, E. E.	203, 204	Gardiner, S. C.	150	Mahar, M. H.	47
Borglum, G.	121, 205	Garigliano, C.	348	Malkiel, Y.	154
Bourgeois, J. E.	122	Gathercole, P. M.	103	Mann, F.	251
Bowden, M. G.	95	Golden, H. H.	224	Marckwardt, A. H.	194
Bowden, J. D.	26	González, M. P.	171	Marquardt, W. F.	252
Boyles, S. M.	148	Gorr, A. C.	151	Mastronie, J. A.	8
Brady, A. M.	314	Gouvrévitch, D. J.	225	Matluck, J. H.	132
Brenes, D.	345	Guerra, M. H.	71	Mattis, J.	175
Brickman, W. W.	206	Gullahorn, J. E.	172	Maymi, P.	253
Briggs, T. H.	207	Gullahorn, J. T.	172	May, G. H.	108
Brown, P. A.	27	Gwin, J.	104	Mazzara, R. A.	254
Brunsgardt, T. S.	168	Hall, R. A., Jr.	152	McClain, C. J.	96
Buck, G. C.	123	Hammond, R. M.	126	McClain, W. H.	255
Buehring, L. E.	73	Hanstein, G.	173	McCoy, D. B.	256
Burgess, J. B.	28	Harris, J.	327	McGrath, E. J.	176, 257, 258
Burk, E. K.	70	Harris, R. L.	226	McGraw, M. B.	259
Bush, R. N.	29	Harrison, M.	78	McKinney, J. W.	109
Byrn, D. L.	319	Harsky, J. E.	127	McPherson, J. J.	121
Byrnes, R. F.	30	Hartwig, H. A.	105	Mehling, R.	48
Calandra, A.	96	Heffernan, H.	79	Meiden, W.	155
Carman, J. N.	149	Hempel, V.	6	Memming, A. K.	110
Carson, G. B., Jr.	31, 208	Herminghaus, E. G.	14	Merchant, R. C.	228
Castiglione, P. B.	209	Herrick, T. T.	80	Mildenberger, K. W.	260, 337
Chadwick, A. J.	210	Hicks, G. L.	106	Miller, B.	177
Coleman, A. P.	169	Hildreth, G.	309	Miller, G. H.	156
Conant, J. B.	32, 33	Hill, L. A.	153	Moore, R. S.	86
Corey, S. M.	34	Hockett, C. F.	1	Morgan, R.	178
Cotner, T. E.	324	Hocking, E.	169, 227, 228, 310	Morrison, R. R.	133
Cottrell, W., Jr.	211	Hoge, H. W.	15	Morrissey, P.	350
Crenshaw, O.	212	Huebener, T.	81, 128, 129, 229, 230	Mueller, K. A.	6, 322
Dalbor, J. B.	12	Jaeckel, H.	174	Mueller, T.	157, 262, 312, 338, 339
David, J.	213	Johnson, W.	42	Mulhauser, R.	111
de Bary, W. T.	214	Johnston, M. C.	43, 232, 233, 303	Mustard, H.	263
De Kosky, A.	215	Justman, J.	82		
Delattre, P.	13	Kaulfers, W. V.	234, 235, 236		
Denoeuf, F.	346	Kern, E.	311, 335		
Derthick, L. G.	35, 187, 188, 189	Kettelkamp, G. C.	44		
Devoss, R. W.	285	King, H. V.	316		
Dewey, H. W.	216, 217	King, P. E.	237		
Di Blasi, S.	347	Kinne, E. W.	238		
Dondineau, B.	170	Klemm, F. A.	83		
Doré, R.	97	Klein, J. J.	84		
Doyle, H. G.	36	Koekkoek, B. J.	239		
Driscoll, J.	124	Kreusler, A.	240		
Dumke, G. S.	218	Lafratta, M. F.	241		
Dunkel, H. B.	98				
Dunson, A. A.	99				

Patt
Paud
Pfeff
Pike
Pille
Pims
Preg
Prune
Puse
Ramo
Rayn
Reich
Riley
Robe
Roed
Roert
Rosen
Rossi
Rosta
Rothf
Sacks
Sánch
Sands
Savage
Scanlo
Schae
Schlag
Scott
Scott

Patterson, W. G.	76	Seymour, R. K.	160	Trace, A. S., Jr.	293
Pauck, C. E.	158	Shen, Y.	19	Trenholme, A. K.	294
Pfeffer, J. A.	56	Siciliano, E. A.	141	Tuck, R.	306
Pike, E. V.	18	Simonini, R. C., Jr.	352	Tuckerman, C. S.	162
Pillet, R. A.	57, 98	Sisto, D. T.	20	Tudisco, A.	263
Pimsleur, P.	282	Skelton, R. B.	63	Twaddell, W. F.	169
Pregler, H. O.	88	Slager, W. R.	16		
Pruna, R. G.	2	Sealeator, M. D.	161	Valdman, A.	22
Pusey, Wm. W., III	212	Sniderman, M.	341	Valley, J. R.	343
Ramos, M.	113	Sowards, G. W.	90	Van Eenenaam, E.	65
Raymond, J.	114	Spotts, L. H.	353	Van Syoc, B.	144
Reichert, H. W.	138	Staley, A. B.	305	Volman, R. J.	356
Riley, T. A.	180	Stankiewicz, E.	21		
Roberts, K. S.	304	Stanley, J. C.	91	Wachs, G. S.	295
Roediger, R.	89	Starr, W. H.	331	Walker, M. K.	163
Roertgen, Wm. F.	283	Steinhauer, D.	185	Walsh, D. D.	296
Rosenberg, R. P.	317	Steisel, M. G.	115	Watkins, J. M.	164
Rossi, L. R.	159	Stevick, E. W.	116	Watters, W. A.	92
Rostas, E. S.	330	Stiff, G. H.	288	Weir, R. H.	66
Rothfuss, H. E.	60	Stockton, J. C.	117	West, M.	297
Sacks, N. P.	284	Stoker, I. J.	142	Wilkins, G. T.	298
Sánchez, J.	62, 139, 140	Stone, G. W., Jr.	289	Wilkins, G. W., Jr.	145
Sandstrom, E. L.	3	Stowell, E.	354	Williams, E. B.	357
Savage, H. W.	340	Sturtevant, A. M.	355	Wirth, O.	332
Scanlon, D. G.	181	Sublett, H. L., Jr.	118	Wittich, W. A.	93
Schaerer, R. W.	285	Templeton, M.	342	Wixom, M. R.	313
Schlag, W.	182	Terrisse, A.	143	Wolfe, W. J.	94
Scott, C. T.	318	Tewksbury, D. G.	290	Worth, G. H.	358
Scott, W.	4	Thayer, R. H.	183	Yakobson, H. B.	67, 68, 69, 169, 299
		Thompson, J. M.	25, 30	Young, B.	300

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Recent Soviet publications report that 45 per cent of all pupils, excluding those in experimental and exotic language programs, study English; 35 per cent, German; and 20 per cent, French or Spanish.

* * *

Professor Harry Zohn of Brandeis University, Secretary-Treasurer of the New England Modern Language Association, was recently awarded the Order of Merit of the Federal Republic of Germany.

* * *

Correction

The author's name of the article "Bilingual Dictionaries and Applied Linguistics" in the April 1960 issue of this *Journal* should have been given as R. S. Meyerstein. This name should also have appeared in the index for 1960.

Notes and News

Tradition and Innovation

In respect to the symposium "Tradition and Innovation in Language Teaching" in The May 1960 *MLJ*, to which the editor's note invited comments, I would like to submit the following observations.

Dr. Eddy, in speaking of the availability of good recorded materials says, "The student likes using them too." This opinion is contrary to responses gathered by us during the last fifteen years here in York. Of 1000 answers, 90% did not like recorded materials for various reasons: "I can't understand," "It goes too fast," "It is not interesting," etc. We continue to use the recordings because of an original contention that they have some value. In fact, we have a new language laboratory. However, the students aversion to this type of material imposes limitations on its use.

Dr. Lehmann maintains that the mechanical aids will offer a greater reliance on "home work" rather than the drudgery of class drills. This would promise the teacher a Utopia if it were true, but the drudgery of class drills is slight in comparison with the repetition needed to acquire the same degree of perfection at home. Further, the ever-growing list of distractions in the home today usually destroys the possibility for the concentration, the self-discipline, and the oral, visual stimulus necessary for mastering the language skills. The class drill has the advantage of the competition, enthusiasm, occasional wisecrack, change

of pace, etc. It might be interesting to know how many students do honest home work, assigned or otherwise.

All of the suggestions of the symposium have some merit, but it seems far too much emphasis is placed on "gimmicks." The need for improvement is definite, but the problem is neither method nor device alone. The greatest factors are "time," interest, and "drive." The competent teacher can provide the last two, but the administration must provide the first.

Regardless of training, temperament, enthusiasm, cultural interest and devotion, the language teacher among others, is rushed! However, language training can not be hurried; it requires time. If two periods a week were scheduled for laboratory and movies in addition to the regular five period week, then the competent teacher could improve his results. If language teachers could emphasize quality and be allowed to forget quantity (completing a certain amount of work to represent first year requirements or to be "ready" to continue with book two, etc.) the situation would be better. When academic training has the "status" of the extra curricular activities, we will all profit immensely.

A. REGINALD FINK

William Penn Senior High School
York, Pennsylvania

Elementary Spanish in Washington County, Florida

Elementary Spanish in a rural county? Why not in Washington County, Florida? So thought the County Superintendent of Schools, W. T. McFatter, and hired me to initiate a foreign language program in the rural community school of Vernon, in all the grades and through high school. Foreign languages had never been taught in the grades in this county; they had been dropped from the high schools several years before for lack of interest, and revived the year before I came in only one high school, the largest, Chipley.

Arriving in Vernon for pre-school planning in August 1959, I was told that budget cutting necessitated a change from the original purpose of my employment. I would have only two high school Spanish classes, the other four periods in other subjects. In an attempt at a solution, I told the Vernon principal that I would teach some English classes in addition to Spanish, but not instead of it, and we worked out a new schedule. He gave me one hour in which I taught eight classes, grades one through four, Spanish. During the study time allotted to two of my junior high classes, I taught Spanish to pupils who wished to learn it. And in the

half-hour activity period I took others. This left only the four fifth and sixth grades unprovided for, and I took a class of thirty-three from these grades during my lunch hour.

What was accomplished with primary children in less than seven and a half minutes a day? With intermediates and junior high people in fifteen or twenty minutes?

The children of the first two grades had greetings, classroom instructions and names for objects, parts of the body, clothing, colors, animals (taught from a picture book), and a few easy songs. At the end of the year the more alert children in these groups were already making up original sentences out of their small vocabularies. The last day of school, I suggested to the children that they think of their own animals in Spanish and speak their Spanish names all summer, so they wouldn't forget.

"We have a *caballo*," shouted one.

"We have a *perro*." "We have a *gato*," called others.

"And we," said one seriously, "have *el elefante*." I didn't reprove him. He has an elephant in his mind, the best plan to keep elephants on most farms.

The third and fourth graders read one text during the

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second semester, a first-grade book especially prepared for teaching Spanish to North American children. The fifth-sixth group, and the junior high people, read the first three texts of the series.

What of the future of these children exposed to a few words of a foreign language in a few moments a day of concentrated attention? Will they remember any of it? Very little, if the program is discontinued. If it is built upon each year, these pupils should come to junior high school able to carry on an actual conversation in Spanish, with a limited vocabulary. In fact, a few are already attempting this.

But the greatest value lies in the interest these children develop in a foreign land and culture. Actually, this interest would be impossible without the classroom teacher. In a few minutes the Spanish teacher can do no more than encourage it. Our Florida State Department of Education Foreign Language Consultant, Mr. Octavio Pérez, oriented the classroom teachers in the pre-planning period. They began the year enthusiastic over the idea of elementary foreign language. They talked with the children about foreign lands, helped them prepare questions to ask the language teacher, and paid special attention to pronunciation of foreign words in reading and social studies texts. Anyone planning an elementary language program should stress the fact that its final success depends upon the attitude and co-operation of the classroom teachers. If they understand and approve, the language teacher has the way clear before him.

What of the high school classes? They were also beginners. We began with oral Spanish, and a notebook for vocabulary. Then we started reading the Harr Wagner series of elementary Spanish readers. At Christmas we found ourselves in the fourth book. We had done a good deal of grammar, informally, as we progressed through the books. After Christmas we attacked the formal grammar text recommended by the Florida State Textbook Committee. The pupils were delighted to find much of the material already familiar to them.

How much Spanish can one use in the classroom? One can give most of the instructions and assignments in Spanish. And we never translate the reading material into Eng-

lish, unless for some special purpose. The cultural background of Spanish-speaking countries is another thing. I build this in English, of course. We can't wait for that until we have enough Spanish.

The future? We're going step by step. An achievement test given at the end of the first semester to my high school classes showed results which supported our idea that even grammar is best learned with the conversational approach. The median was about average. At the end of the year, the median score on a different form of the same test was somewhat above average.

Meantime, three other Washington County schools made a beginning in elementary Spanish. Mrs. Clemons, the high school teacher in Chipley, taught Spanish in junior high study time. Mrs. Rhodes, a fifth-grade teacher in Wausau, taught some songs and gave her pupils a "feeling" for Spanish. In the Kate Smith School in Chipley, Mrs. Harrell, who had taught Spanish over twenty years ago, dashed off to teach Spanish whenever she could leave her own fourth graders.

As a culminating activity for our first year's county Spanish program, we had a Spanish Fiesta in two divisions—one at Vernon and one at Chipley. The response of parents to the Fiesta was in keeping with their response to the program all year long, rather amazingly enthusiastic. Under the supervision of Mr. Pérez, we also made a documentary movie of our classes and activities.

Spanish classes are being extended in the present year. Mrs. Clemons and Mrs. Harrell have been relieved of all other classes. Mrs. Harrell is spending some time in two smaller schools, as well as in her own. I have no English classes except one eighth grade group, with which I do both languages, and thus can devote more time to Spanish in all the grades. Now in Vernon everyone from kindergarten through sixth grade studies Spanish, and everyone from the seventh through twelfth has an opportunity to do so.

"The interest in the elementary foreign language program," says Mr. McFatter, "is such that dropping it now would be a major issue."

TOMMIE BRANNICK

Vernon, Florida

* * *

The first annual meeting of The National Council of High School Teachers of Russian was held at De Paul University on July 16, 1960. Members attending represented states as far west as Oregon and California and as far east as Florida, Pennsylvania and Maryland. Officers elected were: President—Wayne D. Fisher, Canton Senior High School, Canton, Illinois; Vice President—Gustave W. Carlson, Maine Township High School (West), Des Plaines, Illinois;

Corresponding Secretary—Sister Marie Joseph, O.P., St. Catherine's High School, Racine, Wisconsin; Recording Secretary—Mrs. Agnes Jacques Chadwick, Hyde Park High School, Chicago, Illinois. The NCHSTR publishes a newsletter, *VIESTNIK*. Items for publication may be sent to the President. Dues for membership in the NCHSTR, including a subscription to *VIESTNIK*, are \$2.00 per year, and may be sent to the Recording Secretary.

* * *

Book Reviews

BELASCO, SIMON, Editor; AND VALDMAN, ALBERT; BROWN, SAMUEL; HALL, ROBERT A.; ZARECHNAK, MICHAEL; AND SILVA-FUENZALIDA, ISMAEL. *Manual and Anthology of Applied Linguistics*. Language Development Branch, U. S. Office of Education, Washington, D. C. Pp. IV+General Section, 1-59; French, 1-45; German, 1-46; Italian, 1-35; Russian, 1-44; Spanish, 1-58; Anthology, 1-203. For use in the NDEA Foreign Language Institutes.

The *Manual* consists of a brief introduction to linguistics and pattern practice by Simon Belasco, and short descriptions of French, German, Italian, Russian, and Spanish with accompanying drills by the other authors. Each section is followed by an extensive bibliography. The *Anthology* contains thirty-five articles, over half of them reprinted from *MLJ*, dated 1945 to 1960, on applications of linguistics to language teaching in general and to problems in teaching particular languages. Prepared after the December, 1959, meeting of a committee of staff and participants of the 1959 NDEA Institutes, the *Manual* and *Anthology* were completed early in June and copies were distributed to the Institute participants about June 25. The *Manual* was intended "to acquaint the language teacher with the basic tenets of linguistic analysis—at the same time revealing the structural rationale behind the pattern practice drills he might prepare for use in the classroom." The authors are to be commended for coming very near this ambitious objective in so short a time.

The *Manual* as a whole satisfies the urgent need for a text which can be used by teachers almost ignorant of linguistics but anxious to improve their teaching. The NDEA program cannot expect to provide such people with a thorough grounding in linguistics in a summer or two at an Institute, but it can make them aware of some of the principles linguists have discovered, or stated clearly for the first time, which have a bearing on language teaching. The introductions to linguistics now in print barely touch on the pedagogical applications of linguistics, and while Lado's *Linguistics Across Cultures* and the Georgetown Monograph *Applied Linguistics in Language Teaching* (as well as the rest of the Georgetown series) demonstrate in a theoretical way the usefulness of linguistics, neither supplies concrete illustrations of linguistically-based classroom exercises. This *Manual* provides an abundance of such material.

If a manual containing separate general and applied sections is to be completely successful, however, it must be fully coordinated, especially if it is to be used in Institutes offering concurrent courses in general and applied linguistics. For such programs it is essential that the courses be organized so that the theoretical groundwork is laid before

specific applications are considered. It is, therefore, unfortunate that the General Section in this *Manual* is not better coordinated to the other sections. Placing *syntax* before morphology in the General Section but not in the applied sections seems to have been a particularly serious error, since Prof. Belasco has based his presentation of the theory of pattern practice on syntactic material. It is thus necessary to follow the order used in the General Section, even though this means reorganizing the material presented in the others. The same criticism applies to the specialized vocabulary of the *Manual*: certainly fully detailed definitions of all new linguistic terms should be presented in the introduction in the order which will be most useful in the applied sections, yet this is seldom the case in the present *Manual*.

The General Section, pp. 1-59, shows the marks of hasty composition more than do the other sections. There is so much disorder, repetition, and undue brevity in this section that it is quite inadequate as a text. A general introduction to linguistics should at least define the field of linguistics, state the linguist's assumptions about the nature of language, and provide the theoretical basis for the study of phonology, morphology, and syntax. The General Section deals with the first two of these only obscurely and incompletely. For example, the pattern practices that make up the section on syntax are based on concepts of the form class and phrase structure quite different from the traditional ones, yet since their basis in linguistic theory is left largely unexplained, they may be viewed as no more than variations on traditional exercises with the parts of speech. Certainly the facts that language is arbitrary and acoustically have been ignored by many traditional school texts; yet a recognition of these facts is of central importance to the teacher of modern languages. The *Manual* barely mentions these aspects of language.

Some of the difficulties in the section on phonology are typical of those throughout the General Section. One of the most serious of these is the inadequacy of the definitions. For example, the phoneme is defined as "the smallest unit of sound that can be perceived and distinctively differentiated by the human brain"—a misleading definition since "can" does not mean "is habitually" and "the human brain" does not mean "the members of a given speech community." Belasco's illustrations partially clear up this difficulty, but they raise some of their own. Belasco has selected the English phoneme /t/ as one of his major illustrations of the concepts of the allophone, free variation, and complementary distribution. He recognizes that the "voiced flap" [t̪] and the released stop [t̫] are "free" variants. On the theory that such variants are allophonic, and that phones allophonic with the same phone are allophonic with each other, Belasco classifies [t̪] as a member of /t/. But for many speakers [t̪] and [d̫] are also "free" variants; for such speakers, "bitter"

and "bidder" are homophones or not, depending on the style of the utterance. The simplest solution to such a problem as this is to recognize that neutralization or phonemic overlapping may really occur. Belasco has rejected these solutions and as a consequence must leave many readers quite confused. Only illustrations which do not involve stylistic and dialectal complications should be used in a text intended for beginning students, especially those concerned with applications of linguistics rather than with language analysis as such.

It is to be regretted that Belasco did not provide fuller discussion of the concept of sound system, with illustrations to show the non-congruity of, say, the vowel systems of some well-known languages. An introduction to linguistics for language teachers should provide a full, clear discussion of this concept, certainly one of linguistics' major contributions to foreign language teaching.

The same weaknesses occur in the section on syntax, in which such terms as "slot," "structural identity," and "syntactic function" are presented virtually without definition, although an understanding of the section is impossible without them. Again the theory of contrasting systems is only briefly touched on, and in general both the needs and abilities of the student-teachers for whom the book was prepared seem to be forgotten.

The sections on applied linguistics consist of partial structural sketches of five languages with suggestions for classroom drills. All of them treat in detail the conflicting phonological features of English and the other languages. Their treatments of grammar are less detailed: they are contrastive studies illustrating some major problems English speakers have in learning the languages in question rather than extensive grammatical analyses, but they appear to illustrate admirably the significance of linguistics to foreign language teaching, and they provide foundations upon which the language teacher can build his own pattern drills. All take for granted the student's knowledge of assumptions and definitions which are not presented with sufficient clarity in the General Section.

With some revisions including, besides those suggested above, the addition of a glossary and index and the more efficient use of headings and contrasting type faces, the *Manual* and *Anthology* should be of the utmost value to the participants in future NDEA Institutes.

FRED BRENGELMAN

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ELWERT, W. THEODOR, *Das zweisprachige Individuum. Ein Selbstzeugnis*. Akademie der Wissenschaften und der Literatur in Mainz, Abhandlungen der Geistes- und sozialwissenschaftlichen Klasse, Jahrgang 1959, Nr. 6. Wiesbaden: Franz Steiner Verlag (in Kommission), 1960. Pp. 80. DM 7.60.

Bilingualism is a subject which must interest foreign language teachers because they are bilinguals themselves. They all use at least two languages, with more or less competence in both. Elwert rightly takes the stand that bilingualism should not be interpreted as meaning necessarily perfection in two languages (what is perfection in knowing a language?), and that multilingualism is not essentially

different from bilingualism. Bilingualism has in recent years come to the foreground of attention in linguistic research, but there is a dearth of accounts of experiences in learning and using two or more languages written by bilinguals themselves. The present study is a significant addition to the brief list of such reports.

Elwert's experiences with languages are unusually varied and very interesting. He spent his childhood in Milan as the son of a north English mother and a German father. The family language was English. He learned the Lombard dialect and standard Italian from his playmates and in his first school years. In 1915 the family moved to south Germany, where he briefly went through the agonies of a pupil who does not yet know the instructional language of the school. He learned the Swabian dialect and standard German and forgot Italian for seven years, but found that he could later instantly revive it in Italy. Later he moved around through many parts of Germany, progressively rejecting local peculiarities and acquiring a dialect-free standard German. He continued to speak English with his mother in Germany, even during World War I. He married a German woman from Bremen. The language in his own family is German. In school and by self-instruction he learned, little by little, an impressive number of other Western languages including Spanish, Portuguese, Swedish, and Rumanian, prompted by a lively interest in languages. In all of them he strove eagerly and apparently very successfully for perfection in pronunciation, grammar, and idiom. His is the unusual case of a man who is at the same time a linguist in the popular sense of the word (one who speaks many languages) and a scholar with phonetic training and linguistic knowledge. He is a professor of Romanic languages (Italian) at the University of Mainz.

This linguistic autobiography registers with great care and conscientiousness all the processes that went on in him in the learning and use of his many languages, both in speaking and in writing. It is based on introspection and reminiscence, but all the observations are controlled by the sense of responsibility of the scholar and linguist. He is constantly on guard against self-delusion and simplification. He takes all the complexities of the underlying processes into account. Thus he is able to contribute many valuable considerations about the nature of bilingualism. Among others he has intelligent comments on the complex character of what is vaguely called "talent for languages," which deserve the attention of foreign language teachers. With admirable common sense he reexamines many traditional concepts concerning the learning of languages, even those current among scholars.

Elwert planned at first to write this account in Italian, then in French, but eventually decided in favor of German. He wrote it first without consulting the literature of bilingualism. Later he examined an international selection of it for purposes of comparison, and incorporated parallels and discrepancies partly in his text, but mostly in lengthy footnotes. These notes, if read with the text, interrupt the flow of the account; some of them run over several pages, crowding out the main text. The reader who is more interested in Elwert's linguistic experiences than in the theory of bilingualism is advised to read only the text, and he will find it easy and fascinating reading. I wonder whether it would

not have been better to separate the theory and the discussion of the literature entirely from the autobiography. That would have made a more systematic presentation of linguistic theory possible. But for the linguistic scholar the notes are as interesting as the text. Among the authorities whom he cites and quotes again and again are several American scholars: Hall, Haugen, Weinreich (for bilingualism); Lowie (for introspection); Bossard (for sociology); Arsenian and Leopold (for child bilingualism).¹ Among non-American scholars cited and quoted frequently are Blocher, Christophersen, von Geyserz, West, Vossler, Hjelmslev, Epstein, Braun, von Weiss, and Ronjat, whereas the book of Pavlovitch on child bilingualism is ignored.

Elwert is conscious of the "phonological" (phonemic) method, but finds that he needs to pay attention to phonetic norms among the allophones of phonemes in order to achieve a native-like pronunciation. The useful term "norm," which he uses repeatedly, happens to agree with that used by Coseriu for very similar purposes. He does not cite Coseriu's study.²

To whet the reader's appetite I mention a few topics which I found especially interesting:

The employment of a German nurse in Italy when he was eight years old was a total failure as far as teaching him German was concerned, because the German girl did not speak German exclusively (p. 26).

Acqua calda is not *kaltes Wasser* (26)—tourists in Italy have to be on guard against the wrong equation, too.

He appreciates the language difficulties which immigrants in the U. S. go through, although he has not been in this country (33).

The postwar German population is so mixed that dialect differences are not striking to the listeners any longer, and pupils in the schools no longer make fun of other speech forms (35, note 2).

The pronouncing habits of an individual, on the basis of Elwert's experience, become fixed between the 12th and 16th years of life (36, 39).

"This view is so mechanistic-positivistic that it can only be wrong" (51)!

An early speaking knowledge of a language, even the mother tongue, is not enough. It must be supplemented by much reading and hard work to acquire the cultured standard (54 f.).

The idiomatic use of prepositions is the most persistent difficulty in mastering a language (60).

I definitely recommend this little book to the attention of all who are interested in languages.

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RYDER, FRANK G. AND McCORMICK, E. ALLEN,
Lebendige Literatur: Deutsches Lesebuch für Anfänger, Part One. Boston: Houghton Mifflin Co. (1960). xvi 181 pp. \$2.25.

This volume, containing the first of a two-volume, three-part series, is described by the authors as being the first of its kind, in that it supplies a first reader containing modern literature (as opposed to anecdotes, fairy tales, and other time-worn and frazzled pieces). There are 15 prose selec-

tions, 10 of which are reproduced in their entirety, and a generous serving of poems. It is expressly stated that none of the selections has been edited. Ordinarily one might question such a procedure in a book intended as a first reader. In this case, however, the need for extensive editing (and concomitant watering-down of the style) is obviated in two ways: first, the selections are linguistically simple although of intrinsic literary value, and second, there is a rather extensive system of vocabulary annotation.

Because the selections were not edited, the authors were obliged to pay meticulous attention to the matter of vocabulary and occasionally to syntactic difficulties. The use of the reader assumes that the student has been introduced to many of the basic elements of German grammar and that he has mastered or at least met basic words approaching 500 in number. Since no two lists of 500 words are identical, the authors have included their own in an introductory section entitled "The Vocabulary of Part One." In this section some space is also given to common words omitted from the authors' list of 500 and to separable prefixes. All words in the texts which are not part of the first 500 are glossed as they are met (generally only once for each author). Obvious cognates are identified by a superscript zero so as to draw the student's attention to the fact that they are genuine cognates. By implication apparent cognates not so designated are to be taken as false cognates and are glossed. The end vocabulary contains the basic 500 words, all other words occurring two or more times in the texts, any cognates zeroed in the texts which were in need of further annotation, principal parts of strong and irregular verbs (in a separate list), and a list of foreign words whose pronunciation may offer difficulties (missing is *Billet* glossed on p. 8).

The suggestion that the student learn any word that he has to look up borders perhaps on the idealistic since the vocabulary of the texts is somewhat extensive in spite of the annotation. Moreover, it is doubtful that the book will be the only one in use in a particular class, i.e., it will probably supplement the regular textbook.

Aside from the treatment of the vocabulary the book has many appealing features. There is nothing silly or childish in the reading matter. This fact is borne out by mentioning but a few of the authors represented: Borchert, Hesse, Dehmel, Dürrenmatt, Kästner, etc. The prose selections are prefaced by a brief biographical note about the author and his writings. The poems are accompanied by a very useful device called "Suggestions." These suggestions, primarily in the form of questions, will aid both student and teacher in their understanding of the poems. Because of the

¹ It amuses me that Elwert, like some other scholars, merely cites my four volume work, *Speech Development of a Bilingual Child* (with faulty years of publication! Correct: 1939-1949), but actually uses only an article of mine. The same is true of Friedrich Kainz, *Psychologie der Sprache*, vol. 2, second ed., Stuttgart, 1960, who makes ample use of a different article. I understand, however, that it is more convenient to work with the great outlines presented in an article than to wade through four volumes crowded with details.

² Eugenio Coseriu, *Sistema, norma y habla* (con un resumen en alemán). Montevideo, 1952.

way the vocabulary has been treated, users of the book will find that it is *not* necessary to read the selections in any particular order; nor do difficulties arise from omitting selections at random. The teacher has absolute freedom to pick and choose.

The book is refreshingly free of errors and misprints (p. 43 l. 33: for *wohnen* read *wohnen*; p. 66 gloss 7: for *belügen* read *belügen*; p. 104: add *sich* to *hin-hauen* [it is used reflexively in the text]; p. 45 gloss 4 is misleading [*begegnen* = *treffen*], especially since the difference between these two words has to be drilled in most classes). The basic list of 500 words should perhaps have given, where necessary, the 3rd sing. present of strong verbs. *fahren* (p. xii) should also list *hat*, cf. *reiten* (p. xiv). The dagger after *schreiben* (p. xiv) is doubtlessly an oversight; the vowel changes should have been given.

In all the intricate network of glosses there is only one feature which could cause confusion. Strong verbs, when listed by themselves, are supplied with a dagger for the purpose of indicating the verb type (omission: p. 66 *geschehen*). This procedure should also have been applied to strong verbs listed in phrases, cf. p. 14: *aus-ziehen* is marked with a dagger, but, directly above, the phrase *in die Fremde ziehen* is not so marked. (Others are on pp. 11, 14, 16, 48, 76, 86, 88, 90, 92, 94, 102, 104, etc., etc.)

No reader, especially one for elementary instruction, is suited to all classes, but the variety of material contained in this volume together with its system of glosses and the notes will make it generally appealing and valuable to student and teacher alike.

RICHARD K. SEYMOUR

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Thomas Mann: Briefe an Paul Amann, 1915–1952, ed. by Herbert Wegener. Lübeck: Verlag Max Schmidt-Römhild (1959). 127 pp. \$4.00.

Of Thomas Mann's many letters only relatively few are widely known. Those to Kerenyi and a few others were included in *Altes und Neues*: many of his earlier letters to his brother Heinrich were published by Kantorowicz. Herbert Wegener's edition contains about fifty letters and post cards which Mann sent to Paul Amann, mostly between 1915 and 1918. Unfortunately one letter and eight passages in other letters had to be suppressed at the request of Mann's widow.

Amann, a *Realschulprofessor* in Vienna from 1910 to 1938, who died in the United States in 1958, was a friend and translator of Romain Rolland, and his views, quite different from some of those expressed in Mann's *Betrachtungen eines Unpolitischen*, challenged Mann sometimes to letters of ten pages. He is the anonymous common friend of Mann and Rolland referred to in *Betrachtungen*.

Wegener has kept Mann's antiquated spelling (*Doctor, thun, Citat, Hugo's*), including his punctuation, and has only corrected obvious errors. In addition to footnotes there are about thirty-four pages of biographical and bibliographical notes. Only very few slips have been noted. The remarks on Amann's life are rather sketchy. There is no mention of his French book on Goethe. Ernst Bertram's death (1957) is disregarded on p. 109. *Auf "Wiedersehen"* at

the end of letter 21 has nothing to do with any alleged puristic tendencies during World War I. Which *Fremdwort* is it supposed to replace? The quotation marks simply denote that the greeting was not quite appropriate: Mann and Amann had never met before. Wegener's spelling *Amann's* (p. 102) seems an assimilation to Mann's usage. The French *violence* (p. 46) should have been corrected.

The book is attractively printed, has an index, a photograph of Amann, and facsimiles of two letters. It is interesting to see how Mann's handwriting has changed from 1915 to 1951. The *Briefe an Paul Amann* should prove particularly valuable for the understanding of the genesis of *Betrachtungen eines Unpolitischen*, a book whose reading is today perhaps as painful as its writing once was for Mann.

IGNACE FEUERLICHT

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HILL, CLAUDE AND LEY, RALPH, *The Drama of German Expressionism, A German-English Bibliography*. Chapel Hill: The University of North Carolina Press, 1960, pp. xii & 211.

The scholar specializing in the modern German drama and particularly the period of expressionistic drama will welcome this research tool, a listing of over 4,000 items.

A first part mentions about 700 books, dissertations, and articles dealing with German expressionistic drama in general; the second part contains bibliographical material on Ernst Barlach, Bertolt Brecht, Arnolt Bronnen, Reinhard Goering, Walter Hasenclever, Hans Henny Jahnn, Hanns Johst, Georg Kaiser, Oskar Kokoschka, Paul Kornfeld, Ludwig Rubinier, Reinhard Johannes Sorge, Carl Sternheim, Ernst Toller, Fritz von Unruh, and Franz Werfel. It is this second part which will save much time for the student of any one of the authors selected by the compilers as "the significant contributors to the German expressionistic drama." The sections of each of the sixteen writers are subdivided into the listing of plays, their translations into English, non-fictional publications, reviews, articles, books, and dissertations on the authors or specific plays. Publications in the German and English languages have been kept separately.

There can be no argument on the gigantic task that has faced the compilers. However, rightly or wrongly, one expects that a bibliographer exercises especial care in quoting titles and indicating sources precisely. This cannot be said of the present volume, and the researcher cannot depend on the accuracy of the information given. Most aggravating is the inconsistent treatment of the definite article where it forms part of the title: the same work will be listed with and without it. Likewise, the same source will show variant spellings or capitalization. Some words are abbreviated, other similar ones are not. There are impossible separations of words, and on the basis of spot checks it is a safe guess that there are at least a hundred misprints in spelling alone; one cannot help but wonder how accurate are the numerical references, such as volume, year, and page. The frequent intercalations into the consecutive numbering system testify to hasty last-minute additions. With all due respect to this gigantic undertaking it is deplorable that there was

not more proofreading and checking to produce a more flawless compilation.

SIEGFRIED H. MULLER

Adelphi College

YATES, DONALD A. AND DALBOR, JOHN B., *Imaginación y fantasía. Cuentos de las Américas*. New York: Holt, Rinehart and Winston, 1960, pp. viii+142+xl.

This text offers on the intermediary level a group of interesting and quite unusual stories culled from Latin American literature. The originality of the volume stems from the editors' selection of text material—imaginative fiction, fiction of fantasy, stories of the supernatural and the subconscious, stories dealing with the chimerical mind of man rather than with his logical and realistic behavior. Most of the authors represented are well known to anyone interested in Hispanic letters—Jorge Luis Borges, Horacio Quiroga, Amado Nervo, Ricardo Palma; others are minor figures, such as Alfonso Ferrari Amores and Roberto Arlt. Each of the twelve stories—short and succinct tales for the most part—should hold the attention of the most recalcitrant reader, for they are full of lively narrative touches and turns of plot.

Each story is preceded by a short biographical sketch of the author and a few lines of judicious critical comment. At the foot of each page of text are well-edited notes explaining or translating the more difficult words and grammatical constructions. A variety of exercises accompanies each story: 1) questions in Spanish relating to the text; 2) a verb exercise in which the student is required to translate into Spanish several sentences stressing the use of selected verbs that appear in the story; 3) idiom drill, in which the student has to choose from a list of Spanish expressions on the right side of the page the one corresponding to the English words on the left. It is a type of matching question which does not seem to serve any real function as a learning or testing device. This exercise has a dubious pedagogical value, it seems to me, for it requires of the student nothing more than a very superficial and passive recognition of the Spanish terms used in conjunction with an original English stimulus.

The vocabulary at the close of the book is completely adequate and clearly presented. Among the many excellent physical features of this volume may be mentioned the attractive format, clear printing, and wide margins. For those teachers who seek a respite from the many worthy but somewhat repetitious readers dealing with Latin American literature, *Imaginación y fantasía* offers a pleasant change into the realm of lighter and more whimsical artistic fare.

MYRON I. LICHTBLAU

Syracuse University

FUENTES, CARMEN YDÍGORAS, *Compendio de la historia de la literatura y artes de Guatemala*. 5th ed. Guatemala: Editorial del Ministerio de Educación Pública. 1959. Pp. 267.

The author, sister of Guatemala's president, has written what apparently was designed to become the official text for secondary school classes of Guatemalan literature. This work, although the text is neither critical nor responsible, might serve the useful (and needed) purpose of instilling

some basis for nationalism in a patriotically apathetic Guatemalan youth.

To judge by this work, Guatemala has always been populated by vast armies of patriotic geniuses in the fields of art and literature. To cite the author's "treatment" of Miguel Ángel Asturias as one example out of many might be elucidating. We find Guatemala's outstanding contemporary novelist listed, predictably enough, under the chapter heading "Otros poetas . . ." His *obra maestra* is not *El señor presidente* as is generally conceded, but the uncontroversial *Leyendas de Guatemala*. *El señor presidente* is noted, however, as a recent successful novel (it was his first novel, published in 1952). The more recent *El papa verde*, *Hombres de maíz*, *Viento fuerte*, and *Weekend en Guatemala*, all of which contain political overtures, are not catalogued. Instead, Asturias' early *cuentos* and his sociological thesis *Arquitectura de la Vida Nueva* are mentioned. Ydígoras' concluding sentence reads, in part, ". . . así, Asturias es un guatemalteco que honra a su patria y a toda América." This last part must be especially true since Asturias has been conspicuously absent from Guatemala of late, spending his time in the rest of Latin America (Cuba, for example).

Absent from *Compendio . . .* are bibliographies, author or title indices (there is a table of contents), any sign of originality of judgement, selective taste, objectivity, comprehensiveness or profundity. *Literatura Guatimalteca* (Vol. I, 2nd ed., 1948; Vol. II, 1943) by David Vela, which the reviewed text apparently attempts to replace, remains the only successful attempt in Spanish to write a panoramic history of Guatemalan letters since Salazar (for an excellent history of the novel see *Historia crítica de la novela guatimalteca*, 1960, by Seymour Menton).

H. NED SEELYE

Ursinus College

MENTON, SEYMOUR, *Historia crítica de la novela guatimalteca*. Guatemala: Editorial Universitaria, 1960. Pp. 325. \$3.00. Distribution: Pedro Frank de Andrea, Apartado 20979 Adm. 32, Mexico 1, D. F.

For a critical literary history destined to become indispensable if for no better reason than for its uniqueness, this attractive book gives ample evidence of original and painstaking scholarship. No Hispanic library can afford to be without this work.

Most criticisms of the work were anticipated by the author in the brief introduction. The absence of some authors and/or titles and the lack of biographical sketches is explained by "Pienso tratar solamente las obras que considero significativas haciendo poco caso de las curiosidades bibliográficas. Tampoco es mi intención incluir muchos datos bibliográficos de los autores por no quitarle interés y continuidad al aspecto histórico crítico." Less satisfactory is the relegation to two lonely footnotes the notice that a complete bibliographical study exists in the 1959 doctoral dissertation (Tulane) of Joan Ciruti. We are not informed as to whether the author availed himself of any of the more recent critical articles published in Guatemala and abroad. No footnotes cite critical sources. Fifteen "obras de consulta" are listed in the bibliography along with the repeated footnote advising of Ciruti's study. There is, however, a welcomed bibli-

ography of the novels of the thirty-six authors studied. There is an index of authors, of illustrations, and of chapters. To be regretted is the absence of a more comprehensive index listing non-Guatemalan authors and works cited in the text. The book's format is attractive, although one does puzzle over the choice of the single color plate: a bird's-eye view of the jackets of three novels by Mario Monteforte Toledo. Most readers will welcome the abundant inclusion of plot detail as even recent Guatemalan works are hard to come by (this reviewer, desiring to read Flavio Herrera's *Tempestad*, ended a search for the book by borrowing from Herrera a copy which he had inscribed to his recently deceased mother).

The chapter headings are themselves enlightening. There are eight: "Elementos novedosos en las obras de Antonio José de Irisarri"; "José Milla, padre de la novela guatemalteca"; "La novela a fines del siglo XIX—Boradores románticos, realistas y naturalistas"; "Los modernistas—Horizontes ensanchados"; "La novela criolla—Carlos Wyld Ospina y Flavio Herrera"; "Miguel Ángel Asturias—Realidad y fantasía"; "Mario Monteforte Toledo y el arte de novelar"; "La novela guatemalteca entre 1930 y 1958." A thirteen page "Conclusiones" terminates the work.

Prof. Menton does not hesitate to blast national literary heroes ("... Rafael Arévalo Martínez nunca ha logrado escribir lo que podría llamarse una buena novela."—p. 150) or to praise flagging ones (he considers both *El señor presidente* by Asturias and *Una manera de morir* by Monteforte to be among Latin America's best novels.—pp. 215; 275). The author pays particular attention to the social and political elements of the novels studied.

Although Guatemala does not have the hemisphere's greatest literature, it does have one of the best critical histories of a national Latin American literature yet to appear with *Historia crítica de la novela guatemalteca*.

H. NED SEELYE

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CASTIGLIONE, BALDASAR, *The Book of the Courtier*. Translated by Charles S. Singleton, Doubleday, 1959.

This sturdy classic which has endured over one hundred and forty translations since its first appearance in 1528, is newly presented in a first-class version by the eminent humanist, Charles S. Singleton. Some thirty pages of illustrative material—a felicitous selection arranged and edited by Edgar de N. Mayhew—provide evocative, visual orientation to the exciting civilization from which this modest masterpiece emerged. The fluent, contemporary idiom of this edition will be particularly congenial to present-day readers. The text benefits also from more faithful adherence to the Laurentian Library manuscript actually written under the supervision of Castiglione. It has been recently established by Dr. Bruno Maier that the venerable Cian edition which has long served as a source for both Italian and foreign versions, deviates from, or misrepresents, the original document in certain details. Professor Singleton's text, therefore, presents for the first time in modern English an exact transcript of the author's copy, as it were. It is interesting to compare the fine translation by Leonard E.

Opdycke, published in 1901, which holds up remarkably well beside this contemporary one. It suffers only slightly from antiquated diction and from its perpetuation of the small variants of the Cian edition which it follows. For the scholar, however, its copious notes are still of the greatest value.

The *Courtier* stands out from the brilliant, often cruel and amoral pageantry of the Italian Renaissance as an altogether charming reminder that a facet of this worldly society remained steadfast to lofty ideals, to admirable ethics, and that the picture so carefully drawn of the truly gentle courtier reflected, in fact, something of the life and manners of the times. Counterposed to the *Courtier* is, of course, the splendidly sinister portrait by Castiglione's contemporary, Niccolò Machiavelli, of *The Prince*, wherein are expounded the shrewd precepts of expediency and self-interest which would form a successful prince. It is hoped that an equally welcome companion paperback edition may make available to the current reading public the quite different aspects of this society that Machiavelli so knowingly depicted.

GIFFORD P. ORWEN

Bethany College

JOHN MILTON. *A Bibliographical Supplement, 1929-1957*. Compiled by Calvin Huckabay. Pittsburgh, Duquesne University Press, 1960. Duquesne Studies, Philological Series, No. 1. xi+211 pp. \$6.25.

This very useful volume reflects, as well as provides a tool for manipulating, the striking growth of Milton studies in the last thirty years, some estimate of which can be made merely by comparing the scope of the present "supplement" Stevens' *Reference Guide*, which covered the years from 1800 to 1928: nearly 2,000 entries (some duplicates) as against 2,850; 920 authors cited as against 585; 137 periodicals contributing as against 36. Professor Huckabay has gone back to 1928, thus overlapping Fletcher's *Contributions* and putting into one convenient package post-Stevens Milton bibliography. As Stevens looked to Patterson's edition as a *terminus ad quem*, Huckabay looks to the forthcoming Variorum Notes, the Yale edition of the prose, and Parker's biography.

The *Supplement* follows Stevens' classification, for the most part; but it suffers a regrettable lapse in the matter of running heads. The time-starved researcher is much better served to find, by glancing at the tops of right-hand pages as he leafs through, that he is in the section on "*Paradise Regained: Criticism*" than that he is in "*A Bibliographical Supplement*," which he has known all along. In general, the classifications work, and Professor Huckabay has been judicious in repeating items which bear on more than one category. A cursory sampling indicates that the apparatus is not perfect: Jacques Blondel's translation and study of *PR* does not appear in either the Editions or the Criticism sections; it does show up in the Translations; but the only index entry under Blondel is for his article on *Comus*. Ransom's *Kenyon* review-article on the Brooks-Hardy edition of the 1645 *Poems* does not appear in the list of reviews attached to the item itself, though it does show up in the criticism section, s.v. "Ransom." Master's theses and doctoral dissertations are included only when "published

lists were available"; in this respect the *Supplement* perhaps falls short of the publisher's claim to have rescued Milton studies from burial in the annual bibliographies.

Both the annotation and the review lists are well handled, providing judicious and compendious coverage in

a minimum of space. While not lavish to the point of interleaves, the book has enviable wide margins.

LAURENCE MICHEL

University of Buffalo

The "Languages-of-the World Archives" project conducted at George Washington University

The need for an exhaustive compilation of authentic data on all of the world's languages and dialects known to exist has been recognized for some time. There are too many tongues about which little or nothing is known; even the question as to the total number of languages can only be answered by an estimate of between 3,000 and 6,000 exclusive of dialects.

In order to make an inventory, Dr. William R. Parker, then Chief of the Language Development Section of the U. S. Office of Education, began in 1958 a File of the Languages of the World which was subsequently enriched by contributions by Dr. Bayard Quincy Morgan, Dr. William E. Welmers, Dr. and Mrs. Carl Voegelin, and Dr. Siegfried H. Muller.

Among the data sought on the individual languages will be the most accepted and other variant forms of the name of a language or dialect, its self-designation, the number and location of speakers, the countries in which a certain language is considered official, the kinship within family, group, cluster, etc., and the manner of writing, if the language has a written form. On tongues less known and less commonly taught, there will also be names of persons competent in them, places of instruction, location of samples of writing and recordings, and availability of teaching aids, dictionaries, etc.

It is realized that such an ambitious undertaking will require a great deal of time and effort and the collaboration

of many experts in certain areas. It is hoped that the result will be an inventory which should be especially useful for scholars, business, and government agencies with worldwide responsibilities.

The immediate aim is to perfect the existing Archives and bring them to a state where they may yield the above information reliably and to a reasonable extent, and then to place them under some permanent custodianship with the function of filling the lacunae as far as possible and keeping track of the constant changes.

As a first step in this direction, the U. S. Office of Education through its Language Development Section, now headed by Dr. Kenneth W. Mildenberger, has awarded, under Public Law 85-864, a one-year \$47,700 contract to George Washington University which will conduct the project under the supervision of Dr. B. D. Van Evera, Dean for Sponsored Research.

Dr. Siegfried H. Muller, professor and chairman of the Department of General Language at Adelphi College, on partial leave from this institution, is Director of the project until January 31, after which Dr. James C. King, associate professor of German at George Washington University, will direct it till June 30, 1961. In addition to the office staff needed for collating the material, a number of specialists will be asked to contribute their knowledge in the areas of their competence.

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U. S. Commissioner of Education L. G. Derthick has awarded National Defense modern foreign language fellowships to 474 graduate students for study during the 1960-61 academic year. Federal appropriations for the language fellowship program total \$1,550,000.

The purpose of the language fellowships is to increase the number of college teachers of foreign languages seldom taught in the United States and the number of persons trained in these languages for other areas of public service.

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